Break

Willingly to Parliament

While political education waits hopefully in the wings for a place in any new curriculum guidelines, things are moving at the House of Commons.

In 1977 the House's Select Committee on Services recommended what amounted to a demystification process, and 18 months ago a Public Information Office was set up, with offices in the old Scotland Yard buildings round the corner on the Embankment.

One of the first advantages it brought was that the switchboard had somewhere to put through calls from the public who wanted to know what was happening, and the library could pass on all those requests for pictures of Black Rod fro school projects. Last year the Public Information Office dealt with 42,000 inquiries, a fifth of them from young people.

Now Elizabeth Madeley, a 28-year-old history teacher, has joined the team as education officer, with the wide brief of improving children's understanding of the workings of Parliament. She was teaching history and politics at a girls sixth form college when she saw the advertisement last autumn, and got the job in competition with 205 applicants, including a primary head and a public school chaplain.

Her own six years in teaching since leaving Birmingham University had shown her how hard it can be to keep up to date with new legislation on the constitution as well as coping with the full secondary age range, so she likes the idea of being at the centre producing materials that teachers can use.

She is arranging to give general studies talks in schools herself, and has taken over all enquiries from schools and young people, but her main responsibility initially will be to organize school visits to the Palace of Westminster.

Previously, these have usually been arranged with a schools local member but this has become increasingly difficult, with visits having to be rationed during the heavy summer tourist months. This has meant that children have been getting a raw deal, with little variation on the standard architectural tour, and not nearly enough information about how the place works. From now on (unless they still prefer to deal with their own MP), schools will be separated from the American tourist and get a political rather than a picture tour.

In future, schools visits will be arranged for September and early October, and Elizabeth Madeley will conduct them herself. They will all start with an elaborate audio-visual presentation (she has just had a hand in editing out some of the conceptual stuff from the COI script in the light of her own recent experience of what even sixth form pupils are prepared to sit through), and end with a discussion. She is preparing background leaflets for school parties to study before they come, and there will be packs including Hansard, orders of the day, and so on.

To start with the material will be aimed at sixth form generalists, rather than those already studying government and politics, and perhaps some fourth and fifth years. The less able will be tackled later on and she hopes eventually to cover the whole age range from 11 upwards. Primary school visits are unlikely, though she is already answering letters from five-year-olds.

The Public Information Office is already turning out fact sheets of admirable clarity about House of Commons procedures, and Elizabeth Madeley will write junior versions which should provide a lot of answers for those school project inquiries, though she is afraid that schools will find them less glamourous than the current glossy House of Lords pamphlets which come too expensive at £1 a time for wider distribution.

One of the constraints of her job is that she must be seen to be politically impartial. This means that she has to turn down teachers' requests for digests of debates, as condensation will always be selective. Nor is it part of her job to produce briefs on issues behind current events, since this would involve what is happening outside Parliament.

This is something of a disappointment to those stalwarts of the Politics Association and Hansard Societ whose evidence helped to persuade the Select Committee of Services that public perceptions of Parliament were important. Nevertheless, any accessible guide through the labyrinthine processes of Parliament is a ray of light.

Elizabeth Madeley: determined to improve children's understanding of the workings of Parliament.

Menu madness

With school dinner prices going through the roof, the school meals service is going to have to compete much harder with the local chip shop, hamburger bar and home-made sandwiches.

The DES catering advisers are only too well aware of this, which is why they were glad to cooperate when it was suggested that there should be a new section for school meals cooks in the catering world's biggest bonanza, the Salon Culinaire, and even more delighted when there were over 700 entries.

By a happy coincidence, the 30 finalists got the chance to show what fancy cooks they can be at Olympia last week, just as the Education Bill clause which will allow local education authorities to charge what they like for meals was going through the committee stage in the House of Commons.

But, as you cannot have helped noticing on the front page of last week's *TES*, the finalists in the "School Meals Catering Personnel" section had to make a 10-portion Fruit Savarin. This yeast-based sponge, heavily laced with kirsch and garnished with fruit salad "fresh or tinned", is not the sort of thing likely to come up on the school menu.

Like most catering competitions the connexion with real food seems to be slightly less important than giving the cooks a chance to show off to their colleagues in the profession. Difficult really to present shepherds pie in such a glamorous way, suitably glazed and decorated.

So will prizewinner Pauline Stone's new fame help to keep the kids at North Elmshall Harewood Lane School out of the Pontefract chippies?

Playing pool

In keeping with his aim of getting the Select Committee on Education out of the House of Commons, chairman Christopher Price led some of its members as far as the DES last week.

Since they are considering the funding and organization of higher education, it is important that they should master that impenetrable but fundamental concept, capping the pool, before they report. Half a dozen MPs therefore reported at 9.30 on Wednesday morning for a teach-in on the subject, in the course of which they met about 25 DES officials and were addressed at some considerable length by the Deputy Secretary responsible for higher education, Alan Thompson.

When they all trooped out again at 12.30, the MPs were as mystified as when they went in about pool-capping. If the Assessment of Performance Unit had not been so preoccupied with primary mathematics last week, they might have had some guarded comments to make about the performance of MPs and, more particularly, their teachers in the DES.

11+ Neuroses

All the familiar old 11-plus neuroses seem to be popping up in Bolton, since last year's General Election result put comprehensive plans back into cold storage.

Bolton should have dropped the 11-plus last year (the only comprehensives there date from pre-1974 reorganization Lancashire); instead, the children took it late, at the end of May, as soon as it was clear the 1976 Education Act was going to be repealed. This meant that some primary schools had prepared children for the test but others, thinking it was never going to happen again, had not bothered.

When the results came out, it was clear that children who had been prepared did rather better than those who had not, and the schools whose children were missing out began to worry and take action.

Shortly before Christmas Ann Taylor, MP for Bolton, West and deputy Labour spokesman for education, was visiting a friend's house when her daughter came home and asked "Mummy, what's a half-crown?" She explained that she needed the answer for a test. Then another similar case came up, and in January a letter to a Bolton evening paper from 10 parents reported that their children, at several different schools, had all taken tests that had questio[illegible] old £.s.d.

It soon emerged that the [illegible] in question had been so [illegible] do a little extra 11-plus co[illegible] that they had dug up some ve[illegible] test papers indeed. (Decima[illegible] age was introduced in Febr[illegible] 1971.)

After the education comm[illegible] had been alerted by a lette[illegible] Ann Taylor the authority [illegible] sent advisers round to [illegible] four schools with a recomme[illegible] for the red-faced heads th[illegible] tions using pounds, shilling[illegible] pence should be scored out [illegible] papers in future.

Negative respons

Bolton also has its own [illegible] lar line in negative discrim[illegible] which marks it out even fr[illegible] other local education au[illegible] which are now limiting the [illegible] of examinations that school[illegible] may enter, or charging th[illegible] admission fees, in order [illegible] money.

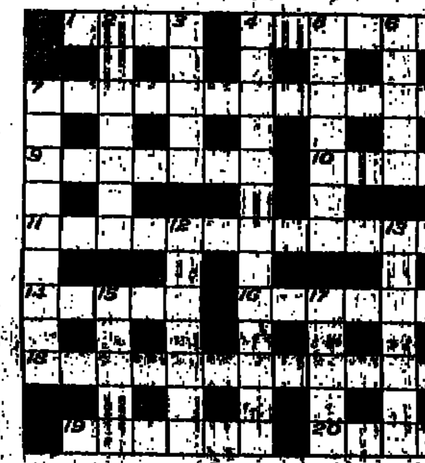
In Bolton, where the ma[illegible] children are in secondary [illegible] CSE and O level examin[illegible] their own request pay [illegible] fees for the O level en[illegible] theory, the same policy [illegible] reverse for the gramma[illegible] but seldom arises.

Please Sir, there's a gentlema[illegible] the council.

Next week

- Go to work on an egg: [illegible] Carter sees advertising [illegible] the last stronghold [illegible] poetry.
- Aspects of the Second [illegible] War; Tony Howarth [illegible] recent books.
- Where there's a Will [illegible] Heather Neill finds a [illegible] Shakespeare on the [illegible] school circuit.
- The Inner Game of Tea[illegible] Guy Claxton advocates [illegible] lessons.
- Radio: Frances Hill on [illegible] sent state of BBC dra[illegible]

Crossword No 1,174



Across

1 Their home is Biafra (4).

4 If small it goes in one's pocket (6).

7 Personnel officers in the Forces? (6, 2, 5).

9 Lab repartees (7).

10 One's own are apt to resemble royal birds (5).

11 ". . . this my hand will rather The seas incarnadine" (Macbeth) (13).

14 His takings provide his livelihood (5).

16 All's well should this be found (7).

18 They indicate north to south backing or veering (7, 6).

19 Very French in a navigable craft (5).

20 Singularly excludes 17 (4).

Down

2 Fashionable shape for ships (7).

3 Sets the going limit (2, 3).

4 Intentions of one who would change sides? (5, 8).

5 In this case the bass again is obscured (7).

6 "And live alone in the bee-loud . . ." (Yeats) (5).

7 Colourful sequence of half tones (9).

8 One need have no reservations about taking these (4, 5).

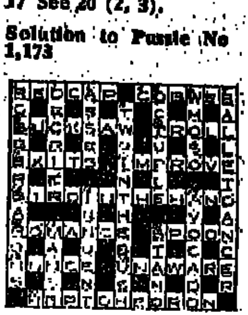
12 May be a tiring effort to do this (7).

13 NCO 10BC reconstituted (7).

15 Messieurs I will go into it (5).

17 See 20 (2, 3).

Solution to Puzzle No 1,173



Chess

Do not castle into it!

The normal way of getting the King into safety is to castle it, either on the Kingside or, more rarely, on the Queenside. In so doing one not only tucks away the King in a corner, safe from all the violent goings on in the centre, but one also develops a Rook. Experience shows that, providing one keeps the pawns in front of the King as little disturbed as possible and also if one takes the precaution of keeping a minor piece (a Knight or a Bishop) handy to protect or assist in the protection of the King, then one is safe and need not worry about the King for the rest of the game.

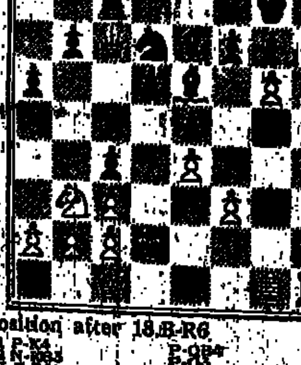
But one should always beware against the possibility that one is castling the King into a losing position. In other words one should not become mechanically minded. General principles are very good things to have; but equally one should always be alive to the fact that in chess each position is a little different from another.

I can for instance remember two occasions in match play when, upon my opponent castling, I was able to announce mate in three moves.

So, the moral is, be wary about where you place the King and always endeavour to view each position in a fresh light.

Had the player of the Black pieces borne this in mind he would not have castled into it. And he might well have gone on to play against Karpov in a world championship match. For this game was played in a match late last year to determine which player would qualify for the Candidates series of matches this year.

White: Adorjan. Black: Ribli. Sicilian Defence.



Position after 18.B-R6

1 P-K4 P-QB4
2 N-KB3 P-Q3
3 P-Q4 PxP
4 NxP N-KB3
5 N-QB3 P-QR3
6 B-K3 P-K4 (a)
7 N-N3 (b) B-K3
8 Q-Q2 QN-Q2
9 P-B3 [illegible] (c)
10 P-N4 [illegible]
11 O-O-O N-N3
12 P-KN4 (d) O-O (e)
13 [illegible] N-B5
14 BxN RxB
15 P-N5 N-Q2
16 QR-N1 (f) [illegible]
17 [illegible] [illegible] (g)
18 B-R6 [illegible] (h)
19 [illegible] KxP (i)
20 [illegible] [illegible]
21 [illegible] [illegible]
22 Q-N4 resigns (j)

(a) A vigorous thrust that has become fashionable in this and many kindred forms of the Sicil[illegible] fence, but it is doubtful [illegible] is as good as the old-fashio[illegible] P-K3.

(b) Better than 7.N-B3, whe[illegible] gets a good game by 7.[illegible] 8.B-N5, QN-Q2; 9.P-QR4, [illegible] 10.B-R4, B-K2; 11.N-Q2, [illegible] 12.B-N3, N-B1; 13.B-QB4 [illegible] 14.P-N3, N-N3; (Tseshkovsk[illegible] ing, Manila, 1976).

(c) More precise was the [illegible] 9.., B-K2 and if then 10.P-N[illegible] 11.N-Q5, BxN; 12.PxB [illegible] 13.0-0-0, B-N4; 14.K-N[illegible] 15.QxB, Q-N3; when Black [illegible] equalised (Hartston-Ogon[illegible] 1978/79).

(d) An interesting refinem[illegible] normal attacking pawn move [illegible] when Black can meet the at[illegible] N-R4.

(e) Castling right into a [illegible] able attack. Instead he shoul[illegible] 12.., Q-B2.

(f) All this is careful prep[illegible] for the break-through by P-N[illegible]

(g) A safer defence lay in 1[illegible] to be followed by N-B1.

(h) Acceptance of the Bishop [illegible] fice by 18.., PxB loses quickl[illegible] 19.QxRP, BPxP; 20.PxP, [illegible] 21. PxP db. ch. Whilst if 18.[illegible] 19.BxP, KxB; 20.PxP, PxP; 2[illegible] ch, K-B2; 22.QxP ch, K-B1; [illegible] ch, and mates next move.

(i) If 19.., K-R1; 20.BxP ch, [illegible] 21.Q-N5, B-B3; 26.Q-N8 ch.

(j) He cannot meet the thr[illegible] 23.Q-N7 ch, BxQ; 24.PxB [illegible] K-N1; 25.R-R8 mate.

Harry Golombek

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Mr Allan Coupe, Trafford education committee chairman turned teacher, with his new pupils. Mr Coupe faces a strike next month at Partington primary school, Trafford, where he stepped in as a volunteer. A teachers' ban on covering for absent colleagues led to children being sent home. The school has been selected as one in five in the borough where members of the National Association of Schoolmasters-Union of Women Teachers will start a three-week strike on March 4 in protest at spending cuts.

Quarter of counties to waive transport charges

A patchy picture is emerging from the county council survey of proposed school bus charges. Twelve counties have thrown out the idea altogether, but 20 will go ahead. Kent leads the field with a transport charge of £95 a week for each secondary school pupil. Sarah Bayliss reports.

Survey shows wide variation in policy

[illegible] informal survey of English and [illegible] county councils reveals that [illegible] a quarter will make no [illegible] for school transport when [illegible] Education Bill becomes law.

[illegible] there is an enormous [illegible] in whether and how much [illegible] will have to pay.

[illegible] Association of County Coun[illegible] found, for example, that [illegible] will charge nothing while [illegible] will charge the highest fares [illegible] the country—£95 a year for [illegible] pupils and £57 for [illegible]

[illegible] Conservative authorities [illegible] to public pressure; Essex [illegible] a decision to charge, while [illegible] its fares by £1 a week.

[illegible] ACC's survey shows that 12 [illegible] county councils have [illegible] the idea of making [illegible] councils will make [illegible] eight are still undecided. [illegible] councils did not reply. [illegible] common charges are [illegible] £1 and £1.75 per week per [illegible] The lowest are about 60p a [illegible] councils have decided [illegible] charges to only two chil[illegible] family.

[illegible] that West Sussex, [illegible] and Essex are [illegible] counties which will [illegible] school transport. [illegible] children using [illegible] originally proposed [illegible] weekly charge for second[illegible] and £1 charge for pri[illegible] this would raise [illegible]

[illegible] proposal was met with fierce [illegible] and led agricul[illegible] to demonstrate in [illegible] At a special meet[illegible] the council turned [illegible] except for one [illegible] unanimously [illegible] proposals.

[illegible] Richards, an agricultural worker with five young sons, earning £77 weekly take-home pay, who handed in a petition to Downing Street, said he was delighted Essex had backed down. Mr Richards had said he would go to gaol rather than pay the original transport charges proposed.

In Cornwall a proposal to charge £5 a term to all the 13,000 children journeying to school and raise £200,000 was thrown out after a narrow vote in the council, which is made up of independent members. The view that charges put an unfair tax on rural workers won the day.

Kent, where 40,000 children travel more than two miles to school, has imposed charges for secondary pupils of £2.50 a week and primary pupils of £1.50. Public outcry over the charges has overshadowed a radical scheme, proposed before Christmas, which offers cash to parents who opt out of the school transport system altogether.

The Transport Payment Scheme will offer parents of a primary pupil living two and a half miles away from school £6.50 a term, with £4 to £5 more for every further half-mile, if they organize alternative transport.

A secondary pupil living three and a half miles away will be eligible for £5.20 a term plus £4 for every additional half-mile. On the sliding scale that means a secondary pupil living eight miles from school can get £32 a term; a primary pupil living four miles away can get £23.10 a term.

The aim is to encourage private initiatives by parents such as car sharing, community minibus systems and to reduce the commitments of the county council accordingly. The money could also be used on public transport but is calculated not to meet the full cost of this.

In Surrey a "two-pronged" scheme is being put forward. Parents can either buy a scholar's pass which entitles them to travel on school buses for 20p or 25p a journey or they can opt for a child fare scheme giving them half-price fares on all bus and rail public transport—whichever is the cheaper.

The strength of feeling on the issue prompted the most serious revolt the Government has seen since its election last May.

During the report stage of the Education Bill last week, 13 Conservative MPs, mostly from rural constituencies, rebelled and voted against the clause which will give local government the power to charge children the cost of transport to school.

The backbench revolt, led by Sir Nicholas Bonsor, MP for Nantwich, who described the clause as "ill-conceived and iniquitous", was quelled only after Mr Mark Carlisle, the Education secretary, introduced an amendment requiring local authorities to provide transport at a flat rate, regardless of length of journey or the school attended.

Contrary to previous reports, it looks as though the £20m transport savings set by Mr Mark Carlisle, the Education Secretary, are likely to be achieved, albeit on a very uneven geographical basis. The lion's share of savings must come from the county councils because more than 80 per cent of the £125m currently spent on free transport for more than 800,000 children is swallowed up by them. Indeed it was the Association of County Councils which first asked Mr Carlisle to include the power to make charges in the Bill.

GCE has veto on standards for 16-plus

by Bob Doe

The new 16-plus exam system announced by the Government this week will not just merge O level and CSE. It will attempt to match grades to absolute, published standards of achievement to indicate just what a candidate is capable of.

Mr Mark Carlisle, the Education Secretary, announced on Tuesday that examination boards would be invited to devise national criteria to cover both the new 16-plus syllabuses and their assessment.

He claimed these would preserve O level standards, mean a reduction in the 30,000 O-level and CSE syllabuses and cut down on the numbers of pupils taking inappropriate examinations.

The Government is leaving the examination boards to sort themselves out in a series of mergers and regroupings. The Minister clearly expects, however, the end result to be five GCE boards working with five CSE boards. That was what was envisaged by the Waddell report that the previous Government was to act on. At present there are 13 CSE and eight GCE boards.

In the new scheme, however, the GCE boards will effectively have a veto on the standards set for the top three grades of the new exam. Those three will be equivalent to grades A, B and C in the present O level. Grades four to seven will cover CSE grades two upwards. There will also be a "fail" category.

By giving the GCE boards the final say on the criteria to be set for the three top grades the Government believes it is carrying out its election promise to "maintain the high standards associated with O level".

Though many of the details of the new system have still to be thrashed out with the boards, alternative papers are almost certain to be offered to cover the range of ability examined. Some overlap is expected between the options and an O level might still be attainable by those doing well on lower level

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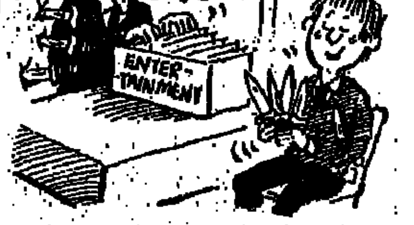

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Everything to play for in the new 16-plus exam plan

Connoisseurs of educational policy-making will recognize the Secretary of State's statement on the 16-plus examination as a minor masterpiece in the art of doing good by stealth (page 1). Ministers arrived at Elizabeth House with no clear policy on Waddell, but a gut feeling (shared by Mrs Williams) that nothing must be done to dissipate the confidence in O levels, which underpinned secondary standards generally. Mr Norman St John-Stevas had made appreciative noises about a single system of examinations; Lady Young, on the other hand, was believed to echo the views of 10 Downing Street, in regarding Waddell as a disaster. The past nine months have been spent in negotiating a compromise between the Government's determination to defend O levels, and the obvious need of the comprehensive schools for a single examining system. Many people will be ready to congratulate the Secretary of State and his officials on a neatly-executed minuet. Both O levels and the single system of examining have been preserved, and the examining boards, the Schools Council, and the teachers' organizations now have everything to play for in working out the details of a new order.

Indicative of the finesse of the scheme is the wise reluctance to pin a new name to the new exams. It is clearly assumed that the GCE boards and CSE boards will get together and form consortia and alliances which will effectively reduce their number, much as the Waddell report suggested. This is now likely to happen voluntarily, rather than by Government ukase, though no doubt there will be polite arm-twisting in the background.

The important phase will follow when the boards work out the criteria on the subject content of examination syllabuses, and on methods of assessment and grading. That is where the quality of the examination will be settled for good or ill. The secondary survey showed all too clearly the danger of a secondary school curriculum dominated by examinations. The new examination will be judged by whether it makes that domination more or less oppressive. As a sop to the O-level-standards lobby, it will be left to the GCE Board to settle the criteria for the top three grades of the examination; those criteria will also have an important bearing on the grades below because it is evidently intended that attempts to coordinate curricula should continue, and that there should be enough common ground in the examination syllabuses for pupils to postpone as late as possible the decision of which papers to take.

Exactly how the examinations would operate in each subject has still to be worked out. In theory, presumably, it might still be possible in some subjects for a consortium of examining boards to put forward a single set of papers for examining across the whole range; in most cases there will be more than one level at which papers are set; some candidates will be entered for papers, in which success might bring the award of a pass in grades one to three (the old O level pass grades); at the other extreme some candidates will only be entered for papers leading to the lower, former CSE, grades.

Much interest will centre on how those in the middle range of ability are to be dealt with. There will have to be effective ways of bridging the divide without simply encouraging every school to enter pupils for the more difficult papers just to be on the safe side. It is obviously intended that a closer coordination of syllabuses should make it possible for schools to delay as long as possible the decision about which papers to enter a candidate for.

The ground rules for Mode III examining will change because all examinations will have to fit into a more clearly defined framework in which, for example, each examination in mathematics has to cover a core of topics, common to all mathematics syllabuses. The concept of "teacher control" (in the emotive sense that the phrase is now used) will also change. But clearly, the all-important work is going to be done in settling and reviewing the criteria, and in that teachers and their representatives are bound to play an indispensable role. It is there, too, that the Schools Council will come into its own in evaluating and coordinating the boards' proposals. The Council should be the principal channel of advice for the Secretary of State who reserves the final decision on those matters.

All things considered, that is not a bad outcome. The Conservatives have got over their silliest prejudices, and recognized that the comprehensive schools attended by the bulk of secondary pupils need a unified examination system. They have jibbed at the imposed administrative structure outlined by Waddell believing, probably correctly, that a better and more acceptable arrangement can emerge from negotiation. They have deliberately left a lot of loose ends in what is an untidy bundle. There is no reason why these proposals should be rejected by Mr Kinnock and his friends; they incorporate enough of the earlier planning to maintain continuity, without precluding the possibility of future development on more comprehensive lines.

All that remains is to christen the new creation. Perhaps campaign promises demand that the new single system of examining at 16 plus should simply be known as the General Certificate of Education at Ordinary level. Alternatively there is the School Certificate...?

Comment

Being quick on the uptake isn't everything

The Schools Council report on the take-up of materials from curriculum development projects for secondary education raises most of the doubts engendered by the report on primary take-up two years ago.

The point is that curriculum development is, and ought to be, a chancy business. It ought to be experimental. Curriculum development with a guarantee of implementation would be deadly; if new materials cannot commend themselves on their own merits, to teachers, they don't deserve to make any headway. The imposition of new materials and methods from above is not only undesirable, but also self-defeating.

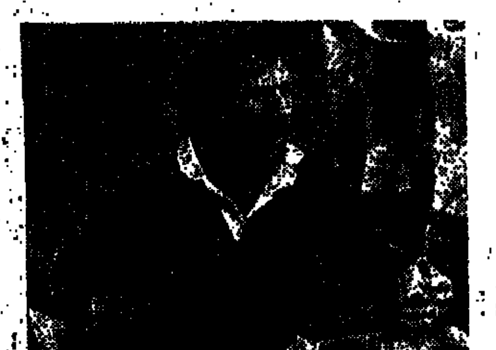
Each project is aimed at a different audience. Some projects have a large target—like the Nuffield Science and SMP projects. Others quite properly aim at minority subjects which at best can hope to interest fewer teachers. Some are timed exactly right—usually more by luck than good judgment—and coincide with some upsurge of popular interest. Some, more predictably, like the ROSLA projects, are a response to a clearly articulated national need and are likely to be backed up by funds at the school end.

The cost of the materials, and how they are to be paid for from diminishing capitation funds is an acute difficulty at the moment. Looking back over the years it is obvious that cash has been more forthcoming for some projects than others, and that the up-take of materials has varied as the money has ebbed and flowed with the economy.

It is obviously sensible to mull over the evidence assembled by the council in the hope that it will help to make better plans for the future. The present policy is to concentrate funds on dissemination and on local development—to wring the maximum value from the projects already in hand and spread new money thinly across the country to minimize the risk of failure.

But this reflects a general nervousness and caution more than anything else. The council stands like St Sebastian, so plastered with arrows from a previous era, that it cannot afford to put a foot wrong now. As a matter of fact, its development work in the sixties and early seventies will stand up well to scrutiny. Now is the time to defend the cause of development.

By itself, of course, curriculum development is no panacea. There is an obvious need now to back it up by in-service training, and by deliberately encouraging every school to think, and think deeply, about the curriculum in response to the contemporary barrage of official advice. No less obviously, this need is not being met. The Schools Council must not lose its developmental nerve. It is urgently needed if thinking schools are to make sense of crude (or simply wishy-washy) ministerial directions on how the curriculum should be ordered.



Paul Ringer.

Equality before the ref

The man who could be Labour's next Education Secretary (some say the Prime Minister), but one who, if he became neither would settle for managing the Welsh rugby team, could not be expected to remain silent after his compatriot Paul Ringer was sent off the field against England last Saturday.

Mr Neil Kinnock can speak from experience. His own premature departure from the game followed an under-the-posts incident so painful yet so heroic that moral philosophers long-lain were exhumed to deliberate on whether a dead man could score a try.

He survived. But it was the politician, not the international right-winger *manqué* (yes!) who spoke. "On such a day I would have thought a good referee would have sent off two men—one from each side."

Ah, yes. The cry for equality rising yet again from under the Tribune pack. But it is not appropriate. Equality of opportunity there was—for Paul Ringer either to obey the laws or not, and he chose the latter, despite having displayed a similar tendency a month earlier against France thus ensuring he would be closely watched last weekend.

Nobody in Wales condones. Yet that *vitai lampada*, playing for the love of the game, always flickers and dims a bit in the valleys when Saturday's opponent, nay enemy, is England. In England.

The motorized chariots roll eastwards across the shires to ring a stadium identified in many a Welsh mind with the Tory Party HQ. It is rumoured that a few young men, having years ago read and misunderstood Napoleon's dictum about every private soldier carrying a Field-Marshal's baton in his knapsack, bring along a complete set of kit, convinced that one day there will be an emergency and the loudspeaker will appeal for any Welshman with his kit to report to the dressing room.

Of course it must be years now since Mr Kinnock gave up taking his jersey to Twickenham. Unpicked, with the dragon pulled off, it converted nicely into a red flag, he found. Strange to see him walking about waving it now and promising from under it that if he does become Education Secretary, or even Prime Minister, he will abolish Rugby.

Long on assertion, short on research

The report of the Conservative Party's Baker committee, recommending the break-up of the Inner London Education Authority (page 5), puts up a careless hostage to fortune in its first page. It declares: "Those favouring the retention of ILEA have to demonstrate that the educational needs of inner London are so exceptional that this quite unique arrangement should continue".

A defensible idea in purely intellectual terms, but absolutely wrong as a practical proposition. Anybody wishing to recommend the upheaval of yet another local government reorganization affecting London's education, with all that that would mean for staff and children at a time of cuts and falling rolls, has got to put up an unassailable case themselves. This the Baker committee fails to do.

It has produced a hasty and unbelieveably superficial document that achieves the rare distinction of actually saying less than the leaks have suggested. Whoever could have predicted, for example, that the committee would simply not have bothered to do any of the necessary projections on the likely size and shape of staffing, in the event that each inner London borough became an l.e.a.?

The main thrust of the report's argument is that ILEA spends more on education per head than any other authority, and gets the worst exam results. The figures used to support this argument break every rule in the book in that they are selective, out of date, fail to compare like with like, or what goes in with what comes out.

This can, in part, be redressed by the reader who refers to ILEA's own reported exam results published two weeks ago, but in any case to measure the value of education purely in exam results is bound to be spurious.

Are they suggesting that results would be better if less money were spent, or if education committees had to fight harder with borough treasurers for their share of resources? And their selection of statistics does not begin to settle the old debate whether results might have been better if comprehensives had never been introduced.

There may be an argument to be made in favour of the break-up of ILEA, particularly on grounds of accountability. But this report—long on assertion, short on thorough research — totally fails to make it.

75 per cent chance but no guarantee

The figures issued this week by the Standing Conference of Principals and Directors of Colleges and Institutions of Higher Education (page 5) provide a thought-provoking commentary on the present state of teacher employment.

For many individuals who have worked hard for qualifications to practise a profession to which they had hoped to commit themselves wholeheartedly, these figures represent a great deal of disappointment and a genuine loss of talent which might otherwise have raised the standard of education. It is not obviously bad for the schools, however, that entry to the profession should be selective from among those who successfully complete initial training. Looked at in this light, a 75 per cent chance of a teaching job at the end of the course is pretty good. It would be a great mistake to argue that education courses should contract still [illegible].

A good education course should [illegible] reasonable base from which to tackle things beside teaching: if it isn't, it [illegible] isn't a good education course, either. The figures show that about 9 per cent of those who qualified last summer have successfully entered other employment.

No comment

"Redbourn is the only school in Hertfordshire still with secondary modern status, although former Education Secretary Mrs [illegible] Williams ruled two years ago it should be developed as an all-liability school in line with the others.—Hertfordshire Evening Echo [illegible] *Post*, January 22, 1980.

Peers prepared to revolt over Bill

by Biddy Passmore

Growls of discontent from Conservative and independent peers could well turn into a backbench revolt against the Education Bill when it arrives in the Lords on Monday.

The clause at issue is the one which would allow local authorities to charge what they like for transport. Lord Butler, former Tory education secretary and father of the 1944 Act, is known to disapprove of virtually every clause of the Bill.

Lord Alexander of Potterhill, former secretary of the Association of Education Committees and a crossbench or independent peer, believes its fundamentals are "utterly and desperately wrong".

Lord Boyle, another former Tory Education Secretary, is also said to be deeply disturbed by it, especially the Assisted Places Scheme.

This week Lord Butler, Master of Trinity College, Cambridge, was having talks with almost every group interested in the Bill, including Mr Mark Carlisle, the Education Secretary, and Lady Young, who will be leading for the Government in the Lords. He was also seeing the Roman Catholic and Church of England hierarchies and the local authority associations.

Ministers are anxious to avoid the embarrassment of a Conservative rebellion, especially one led by the most famous of education ministers, and will be trying to persuade him not to vote against the Bill. Lord Butler could well abstain and try to amend some clauses in committee.

Like Lord Butler, Lord Alexander wants to protect the 1944 Act. He believes it has two main virtues. It was agreed by the political parties and it made educational opportunity independent of place of birth and parental means. This Bill would do the opposite.

Tory dissenters will find strong allies in Labour peers. Lady David, a former Cambridgeshire Councillor who is leading for Labour, considers the Bill "appalling". She and her colleagues are busy drafting more than 400 amendments for the Bill's committee stage, which begins on March 10.

If the Opposition cannot get the transport clause deleted it will propose a "family ticket" so that each family would only have to pay for school bus fares once.

The Lords are bracing themselves for a tight timetable and late-night sittings. There will only be four days for the committee stage and the Bill will go back on to the floor of the House for its final stages on March 25.

Music fees rise sounds note of alarm

by Stephen Cohen

Thousands of children will be faced with sharp rises in tuition fees for musical instruments from April.

Planned increases in charges by local authorities could have a devastating effect on youth orchestras, according to a Musicians' Union official.

Parents of young musicians in Somerset are to be told that tuition fees for such instruments as the trumpet, violin and drums are to go up from £10 a term to £2.50 for a 40-minute lesson.

Solihull is proposing to charge £16 a term, a move which would increase the revenue to £96,000 and make the service pay its own way.

Oxfordshire will increase its fees in April from £6 to £10 a term, but children who get free school dinners will get free tuition.

Mr J. E. Hendy, Somerset's deputy chief education officer, said this week that letters were about to be sent to parents informing them of the rise. They can pay the new fee or opt for a shared lesson costing £1.25.

The rises, coming on top of planned increases in school dinners and bus fares, could put music education beyond the reach of all but the rich, according to Mr Ken Cordingley, district organizer for the Musicians' Union.

He said: "It is beyond doubt that people will be deterred by the rise. It is inevitable that it is going to become an elitist pursuit again and it is bound to have an effect on youth orchestras."

Contrast in styles among onlookers this week during Westminster School's sixteenth century custom of fighting over a pancake which had been tossed into the hall. Twenty-five boys took part in the ceremony called "the Greaze", apparently named after an old English word meaning a fight or a scrimmage. The event commemorates Shrove Tuesday. This year it was won by Mathew Baker, aged 17, who hopes to go into the Army.

Union's claim for 18.4% is pay pointer for year

The first signs of the complications and confusion which normally surrounds teachers' annual salary negotiations appeared this week when the second biggest teachers' union announced its policy for the 1980 pay claim.

The National Association of Schoolmasters-Union of Women Teachers has decided to press for an 18.4 per cent pay rise. But as the 1979 claim has not been settled yet, there are no firm figures on which the claim can be based.

Instead, the union has decided to assume that 1979 salaries should be 99.1 per cent more than what they were in 1974.

The claim will be presented to the four other unions represented on the teachers' side of the Burnham Committee next Tuesday. It is unlikely to attract much support, according to the National Union of Teachers which has a majority block vote.

Change in law may see more youths on dole

by Mark Jackson

Legislation before Parliament to make school leavers wait for social security benefit may increase youth unemployment, warns a confidential Manpower Services Commission report.

The Social Security Bill postpones the right of leavers to benefit until fixed dates—approximately the end of the holidays after they leave. In a report to its Special Programmes Board the commission's officials say that the change is likely to lead to a rush of leavers to get into the Youth Opportunities Programme to qualify for an allowance immediately, instead of looking for a job.

The officials fear that places in the programme which are needed for youngsters who will otherwise remain unemployed will be taken by the more able leavers who at present find a job after a few weeks on the dole.

The officials say that the only way to prevent this happening would be to reintroduce a long waiting period before leavers become eligible for admission to YOP—a restriction which was removed because of opposition from those involved in operating the programme, including employers and careers staff, and the youngsters concerned.

The report also points out that the proposal to pay the new child benefit to the parents of leavers until they become eligible for the dole is likely to mean heavy extra administrative costs either for the commission or the Department of Health and Social Security.

Standards at a premium in 16-plus

Continued from page 1

[illegible], though not a grade 1. In [illegible] subjects it might not be possible to get the higher GCE grades [illegible].

[illegible] new system is not expected [illegible] ready until 1986. Arranging [illegible] of boards and then devising [illegible] criteria is expected to take at [illegible] three years. The new syllabuses would then have to be taught [illegible] years before the first candidates are examined.

[illegible] proposed national criteria [illegible] to some agreement between [illegible] boards on what particular [illegible] should represent and what [illegible] constitute any particular [illegible]. How similar every syllabus [illegible] be depends on the boards. [illegible] Mr Philip Halsey, the Under [illegible] responsible at the DES, [illegible] that in subjects like maths [illegible] than half the content of every [illegible] would be the same.

He also said they would be discussing with boards the "criterion [illegible] for each grade", the [illegible] that each grade can be [illegible] in terms of the achievement [illegible], subject-matter [illegible] than in terms of [illegible] getting certain [illegible].

[illegible] the Schools Council [illegible] this week was being played down. The Council hoped to be the coordinating body envisaged in the Waddell report that would thrash out national criteria and ensure comparability of practice and results between groups of boards.

The Government's new proposals do not formally recognize the need for such a body though Mr Carlisle acknowledged the Council's importance as the national body responsible for curriculum and exams. He said the DES would receive their comments on the proposed criteria but he would have the final say.

Mr Carlisle claimed the clearer specification of standards by national criteria would result in fewer pupils being entered for exams they were clearly unsuited for. He added that the Government was interested in seeing some form of profile report for all school leavers.

He thought the new criteria would result in a reduction in the amount of Mode Three assessment.

The Government's plans are broadly what some GCE boards were asking for. The CSE boards, however, are less happy with it.

Dr Peter Andrews, chairman of the Standing Conference of CSE Boards, said: "This form of words does nothing. It just puts all the responsibility on to the exam boards." He envisaged long and tortuous negotiations which the guidelines of the Waddell report, had they been acted upon, would have considerably reduced.

He believed the outcome in the end would be much the same. "Anybody who has any knowledge of this knows the only way forward is what the Waddell report proposes".

The CSE boards were prepared to merge but only if the principles of teacher control and regional groupings were observed. Mode Three would continue but within a much tighter framework that was already being worked out.

He thought no one would object to trying to set absolute standards but there were huge technical difficulties. The Schools Council would have to be involved in setting national criteria. "There is no choice. You cannot have different areas deciding on national criteria."

The National Union of Teachers rejected the Government's proposals immediately as "inadequate, ambiguous and unhelpful". The proposal disguised all the disadvantages of the present system under a scheme for common grading.

The National Association of Headteachers welcomed the scheme. "There is an urgent need to preserve public confidence in the standards of public examinations and we support the Government's move to retain the present O level standards which are understood by both employers and the general public."

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Platform

Can we afford to finance higher education courses that do not contribute to the economy? asks J. B. Fuller

The kindest cut of all

With the government currently looking around for further ways of reducing the cost of the public sector and with education taking the biggest slice of every local authority's budget, there is one [illegible] which can be severely trimmed without hurting the nation's output of trained and educated workers—the higher education sector.

No doubt the immediate retort is that education is an end in itself, and no doubt that was the basis for a Victorian gentleman's education. But that was self-financed. It is a different matter when it is the nation which is paying out of inadequate resources. Can we, as tax or ratepayers, afford to finance courses (and mandatory awards) which do not contribute to the rejuvenation of our economic base?

There is need for a radical appraisal of the whole basis of funding and gradings in the field of post-school education if we are to change direction towards technical, and especially craft, education and training.

One of the major disasters in education in the post war years was the 1963 Robbins report, which virtually ignored the vast majority of the population and aimed for an over-production of graduates. Not only has the coinage been debased, with unemployed graduates seeking work as bath attendants, but the massive spending in the higher education sector and the creation of new universities and polytechnics, left precious little for the school leavers looking for craft training in technical colleges.

While it was political policy to create a comprehensive secondary system, further and higher education moved in the opposite direction. The old colleges of advanced technology and colleges of technology (or whatever they cared to call themselves) concentrated on building up their degree level and academic courses. They often only needed the rental of another annexe to make them eligible to become part of polytechnics or convert to universities, or, if that failed, institutes of higher education.

These ambitions were so easy to sell to local authorities because of the aroma of prestige, the income and local employment generated, and above all, because advanced courses cost little on the rates. A clever college could easily argue that not only did it cost the l.e.a. nothing, it actually made a profit.

Of course they had to pack their courses with overseas students and lay on extra English language courses to bring these students up to a level where they were capable of almost understanding their lecturers. The recruitment reflected the numbers game, rather than a student's ability to pass an examination. "The ability to benefit from the course" was, and still remains, the rule at the institution's discretion. This was enough to have a dubious student enrolled, get an overseas student a visa, and make a course viable, keep the staff in business and increase the l.e.a.'s claim on the Advanced Further Education Pool.

So the size of the Pool grew and grew and the per capita contribution of local authorities went up, but only the authorities which had no institutions with advanced courses to make claims against the Advanced Further Education Pool lost out. The name of the game has been to get back your contribution to the Pool—plus. Authorities such as ILEA have done well for decades. No wonder the spending plans and new advanced course proposals were so easily approved by the controlling l.e.a.'s—they were Poolable! Not so the local "tech". The rates will have to go up and it is election year, so make do with your ex-WD lathes for another year.

Now the Advanced Further Education Pool has been capped. But still there is little effective control, even by the inspectorate, who adopt an advisory stance and leave [illegible] Advanced Further Education Pool but a Non-Advanced Further Education Pool. Better still, abolish the Pool and establish a directly accountable responsible body taking the polytechnics out of local authority budgets.

The Burnham system also encourages colleges and staff for their own promotion prospects to concentrate on higher level courses. If you want to make principal lecturer or grade VI head of department, or a group 10 principal (and call yourself a director), concentrate on advanced (post "A" level) courses. Concentrate on full time courses too, for day release points are only worth three-tenths of full time and mean hard work selling courses to employers and making reports to employers on progress. So expand the full time courses and keep them viable with overseas students and keep applying to the Regional Advisory Council and CNAA for new courses.

As universities are outside this system, duplication of resources between universities and polytechnics is not even investigated; nor are employment prospects considered or researched. In recent years non-courses such as the Diploma of Higher Education, which leads nowhere yet for which a mandatory award is granted, have been introduced when the students and the nation would have been better served by enrolment on a craft course.

But then there is no grant, nor enough points to allow the lecturer to go through the bar to senior lecturer. It is irrelevant that we have a national shortage of craftsmen—enrol him for DipHe to keep the numbers and the points up, for if a lecturer does not have over 50 per cent advanced work he will not go through the bar. Even if we have a literacy and numeracy problem, any lecturer who takes on that sort of work is doomed to a lower grade.

So a change in the Burnham system to encourage teaching on lower level courses—and to recruit the best—is urgently needed.

Then look closely at course numbers and course viability, together with the workload of the teaching staff. There is no correlation in further education between small classes and good results, nor can lecturers gain the respect of the rest of society if they seek to do less and less work (and attend more and more meetings) yet nevertheless find time to make a second income. Considerable savings could be made if lecturers were required to fulfil the basic requirements of their contracts and if the administrative service were [illegible] This has been going on for far too long and now yet another committee, Finniston, has had to be financed to pronounce on the obvious. We have invested in training too many chiefs and forgotten to train the Indians. Has the Government the courage to transfer the resources and at the same time [illegible] down the higher education budget?

It is a time for less committees and more action. This is nothing new—it was being said a century ago when there was fear of Germany and then of Japan. Now Taiwan. The world does not owe us a living and we can only create social welfare out of a strong economic base. We tried to do it the other way round and failed, now it will be twice as hard to relearn the hard facts of life. The Germans went bankrupt and hungry learning that lesson. Must we too?

J. B. Fuller is principal of Waltham Forest College.

Wide union support for action on 'day off' for marking and prep

by Richard Garner

Leaders of the National Union of Teachers are to be urged to support industrial action aimed at securing the equivalent of a day off a week for marking and preparation time.

Widespread support is already being voiced for the move which is part of a motion to be given top priority at the union's annual conference in Blackpool this Easter. If adopted as policy by the union, action in support of marking and preparation time could begin in September.

The call forms part of a resolution which seeks to reaffirm the union's policy of sanctioning industrial action by teachers if class sizes go above 30 in primary and secondary schools and 27 in infa reception classes. It has alread been backed by 16 local assoc tions of the NUT.

Sponsors of the motion say th pressure to mount the campaig has been led by primary scho teachers—many of whom now ha inadequate time off to prepare f lessons. It calls for a minimum o one-fifth marking and preparati time in all schools.

Mr Tony Miller, press officer f the Birmingham association of t NUT, one of the 16 to back t motion, said: "What we are sayi is that we as a profession are i a similar situation to a lawyer w needs time away from the co room to prepare his brief for th case."

Pool and gym closed in blue asbestos scare

A school swimming pool and gymnasium will be closed for nearly a year after part of a ceiling collapsed exposing potentially lethal blue asbestos.

Cambridgeshire education officials have to pay at least £60,000 and grants of £600 to allow the children to swim in the town baths while the ceiling—believed by teachers to have collapsed because of shoddy workmanship—is repaired.

The building at Stanground comprehensive school at Peterborough houses a gymnasium above the swimming pool and part of the ceiling collapsed while lessons were in progress. It was immediately closed down on the orders of the local education authority.

After the collapse at Stanground comprehensive school, the Health and Safety Executive was called in. They found that the level of blue asbestos was only a tenth of danger limits.

The education authority is now organizing the removal of all the blue asbestos fibres from the building under the strictest security.

Experts disagree about the sa levels of both blue and w asbestos. The Society for Prevention of Asbestosis and O Industrial Diseases says there is level at which asbestos can considered safe.

Blue asbestos fibres can c two diseases—mesothelioma, a disease, and asbestosis, both which can be lethal and often years to detect.

Officials emphasize that the le of blue asbestos at Stanground below the danger limit and that building was immediately c but Mr Max Madden, former La MP for Sowerby and a trustee the Society for the Prevention Asbestosis and Other Indus Diseases, said: "There is no le at which it can be considered sa

Any prospect of the county co cil suing the the contractors h been ruled out; the firm wh carried out the work has gone of business.

Oxfordshire call for new local government funding system

A new system of financing local government including national minimum standards must be introduced to ensure equality of opportunity, says Mr Tim Brighouse, Chief Education Officer of Oxfordshire.

Mr Brighouse claims that spending cuts and the working of the Rate Support Grant are threatening equality of provision. A mechanism that was appropriate for restraining overspending at a time of expansion is not adequate to stop underspending in times of contraction.

Writing in Lancaster University's *Education Policy Bulletin*, he says national guidelines should be introduced so that standards are maintained where the curriculum, teachers, non-teachers, buildings and capitation etc. are concerned. The system of distributing RSG should be changed.

Until this happens, Mr Brighouse suggests three stop-gap measure

The most controversial would to charge for books, equipment nursery education, with exemp for those in real need. Th interesting in the light of Oxf shire's policy on nursery educa The county was one of the fi ask the Government for the to charge for nursery educati right which is now unlikely included in the present Educ Bill. However, it is highly pro that Mr Brighouse's new sche pre-school provision in the c —to be run by voluntary gro will include some form of c

Finally, Mr Brighouse make urgent plea for a national solu to the problems of advanced fur education resulting from the c ping of the pool. If no su strategy is devised, he says, l damage will be done by "haph local actions".

£894 assisted place for £7,800 income

A family earning £4,100 would pay nothing for one of the Government's assisted places in independent schools but a family income of £7,800 would mean a contribution of £894 to the cost of a place.

These are two examples of how Ministers propose to apply a means test to their assisted places scheme. Details were announced in the Commons recently by Mr Mark Carlisle, the Education Secretary, and consultations are now to take place.

Parental contributions are based on family income before tax, and exclude child benefit and disability allowance. An allowance of £300 is made for each dependent child and adult.

Fight against 'illegal spending' goes ahead

Ratepayers have decided to ahead with their claim that Be shire County Council has spending money illegally on se children to independent scho

At the end of a hearing two w ago they were given the op continuing with their objec which could result in court pr ings against councillors or of of the authority if the distric tor finds in their favo allowing the education autho ask the Environment Secreta sanction the payments retro tively. The auditor's decis expected in about three wee

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Quarter of college student intake do not enter schools

BEd most likely to lead to job

Bert Lodge

ost one in four of students alifying as teachers in institutes er than universities and polynics last summer did not find ching jobs in this country. Most e either unemployed or doing mething else.

tatistics to the end of December on what happened to the 11,000 left 54 colleges and institutes a teaching qualification were ed this week by the Standing ference of Principals and ctors of Colleges and Institutes Higher Education.

hey do not include the 4,700 completed a postgraduate certi in education at a university hem 80 per cent got jobs; nor milar number who left polyics and for whom statistics are being collated.

he figures show that, contrary to popular belief, students leaving with a postgraduate certificate of education are not always the most successful at finding a job. Though 77.58 per cent of them obtained teaching posts in the United Kingdom, 78.25 per cent of BEd honours graduates succeeded.

Not surprisingly the lowest percentage of job-finders was among those qualifying with a Certificate in Education. Only just over 70 per cent obtained teaching posts in the United Kingdom.

Postgraduate Certificate in Education: 2,197 successful students. Of 1,883 who indicated they were seeking employment, 77.58 per cent obtained teaching posts in the UK, 9.66 per cent are either in full-time study or satisfactory alternative employment, 4.6 per cent in temporary employment but still hoping to get a teaching job and 8.28 per cent unemployed.

BEd Honours: 2,676 successful students. Of 2,332 who indicated they were seeking work, 78.25 per cent found teaching posts in the United Kingdom, 9.43 per cent are otherwise engaged satisfactorily, 5.31 per cent in temporary employment but still looking and 6.98 per cent are unemployed.

BEd Ordinary: 3,138 successful students. Of 2,693 who indicated they were seeking employment, 78.05 per cent obtained teaching jobs here, 8.46 per cent are otherwise engaged satisfactorily, 5.34 per cent in temporary employment but still looking and 8.13 unemployed.

Certificate in Education: 2,654 successful students. Of 2,060 who indicated they were seeking employment, 70.67 per cent obtained teaching posts in the United Kingdom, 8.05 per cent are otherwise satisfactorily engaged, 10.43 in temporary employment and 10.83 per cent unemployed.

Overseas students boost Britain's trade

Sarah Bayliss

link between overseas trade the training of foreign students ritain was backed up with anecl evidence this week by Profes Robert Haszeldine, principal of University of Manchester Insti of Science and Technology.

iving evidence to the overseas elopment sub-committee, part of House of Commons select comtee on foreign affairs, Professor zeldine described the work of eral former students who were leaders in business in their e countries.

[illegible] managing director of a [illegible] India; another was d of an electronics company in gapore; another director of the Sudanese department of industry; and a fourth director of a large chemical firm in Buenos Aires.

"It would be wrong to make out that every overseas student puts back millions of pounds into Britain through trade but at least they are aware of our products and what we have to offer", he said.

A former UMIST student from Venezuela who studied micro processors applied to gearboxes while in Britain, had recently imported equipment from a British manufacturer. A student from Egypt, now in trade at home had ordered British computing equipment worth several millions of pounds. A South American company requiring electronics equipment had asked a British firm for an estimate. "We didn't get the job but at least we were asked because of the friendly relationship established by a former UMIST student", the professor said.

Last week representatives from the British Council told the sub-committee, chaired by Kenneth McNamara MP, that it was doing research to establish facts on the link between trade and overseas students trained in Britain.

Giving evidence this week the World University Service told the sub-committee that Britain's treatment of refugee students was a "disgrace". They should not be treated as overseas students but charged the same tuition fees as home students.

More than 272 Ugandan students, refugees from President Amin's Government, were still studying in Britain and would be returning to help rebuild their home country now Amin had left.

ILEA should be broken up because it is undemocratic, say Tories

by Biddy Passmore

The Inner London Education Authority must go because it is undemocratic, inefficient and remote, says a report from a Conservative Party policy group published this week.

As revealed in the *TES* three weeks ago, the group, chaired by Kenneth Baker, MP, strongly supports the disbanding of the authority and the transfer of responsibility for schools and further education to the individual boroughs, with a special joint committee to run higher education.

The six-page report condemns the authority mainly for its lack of democratic accountability. In inner London, it says, local people have no direct say in the running of their education service, unlike those in the outer London boroughs or the rest of the country.

ILEA is not directly elected or directly responsible to any authority. The report does not accept that inner London's educational problems are sufficiently different from those of cities like Birmingham or Manchester or the outer London boroughs to justify the continued existence of this unique arrangement.

ILEA's unchallengeable right to a large share of the Inner London borough's rates—the "rate precept"—also comes under attack. Even with grant changes, it says, ILEA will still be able to demand the amount it wants in excess of the grant allocation.

Overall costs per pupil in the ILEA are the highest in the country, says the group. At more than £630 per head, unit costs are more than £200 higher than in Birmingham and more than £70 higher than in Brent, the most expensive of the outer London boroughs.

Yet this expense is not matched by higher academic achievement. In 1977, one in four of the authority's pupils left school without a graded examination pass compared with one in five in Liverpool, and less than one in 10 in Sheffield.

Inner London's centralized education service is blamed for a lack of responsiveness to local needs. "We are convinced" says the group's report "that if local councillors were directly responsible for the education service in their boroughs then the problem of badly run schools, such as William Tyndale, would never have arisen".

Under the report's recommendations, each borough would run its own nursery, primary and secondary schools, youth and leisure services, adult education institutes and further education colleges, although the sharing of recreational facilities would continue.

The five inner London polytechnics and specialist colleges of national status, such as the Central School of Speech and Drama and the London College of Printing, would be administered by a joint committee of the boroughs.

Mr Carlisle's views on the disbanding of ILEA are not clear but it is felt that he will be strongly advised against the proposed change by his Department officials. However, he may be forced to act by the Prime Minister who is sceptical about the merits of the authority.

Personal column

John Rae

Assisted patients

Government has announced it proposes to introduce an [illegible] patients scheme. The [illegible] will enable patients who [illegible] otherwise afford to do so, [illegible] treatment at a private [illegible] £60m. is to be made available to help patients to pay the fees [illegible] country's most expensive and [illegible] clinics. Patients who [illegible] place at a private clinic [illegible] able to apply for remission [illegible]

[illegible] aim of the scheme", the [illegible] said, "is to help patients [illegible] backgrounds to benefit [illegible] the sort of treatment a private [illegible] can provide. The scheme [illegible] patients not clinics."

[illegible] the scheme, Mr. Hog[illegible] Private Clinics Joint [illegible] "For a long time the [illegible] clinics have wanted to open [illegible] working class [illegible] clinics have no wish [illegible] exclusively by patients [illegible] fees. The Joint Council [illegible] the scheme will [illegible] choice and help [illegible] bridge between private [illegible] the National Health [illegible]

[illegible] Doctors' Conference, [illegible] some 200 of the [illegible] male clinicians, [illegible] overwhelmingly [illegible] the scheme, though [illegible] is now some doubt as [illegible] realized [illegible] full implications of the [illegible] The [illegible] scheme [illegible] the motion made [illegible] should be [illegible] National [illegible] competition [illegible] doctors are now [illegible] the scheme, far from [illegible] will duplicate [illegible] patients [illegible] are per[illegible] ade[illegible] vigorously [illegible] were [illegible] who were [illegible] treatment [illegible] the scheme was designed to help. Mr Hogwash particularly criticized the "very small minority" of top doctors who opposed the scheme. Asked whether Dr Sunshine had not put forward a reasoned case against the scheme, Mr Hogwash replied that Dr Sunshine ran an expensive clinic in the centre of London and his views were therefore "unrepresentative, irrelevant and hypocritical".

Organizations representing doctors and administrators in the National Health Service have roundly condemned the scheme. Mr Liver, the General Secretary of the Association of NHS Doctors, described the scheme as a major medical and political blunder.

In an interview on the *World at One*, the minister answered questions on the scheme:

Q Minister, how do you know that there are patients in NHS hospitals who cannot receive adequate treatment, where they are?

M. It is generally accepted that there are special cases where patients are suffering from conditions that NHS hospitals cannot cope with.

Q. Has the Government consulted the NHS doctors about these special cases before launching a scheme to remove the cases to private clinics?

M. No. There was no need. It is common knowledge that such cases exist.

Q. Assuming that they do exist, minister, how will the scheme identify them?

M. It is up to the patients to apply and for the private clinics to accept them.

Q. But surely there is a weakness in the scheme here, minister. In education, for example, no one would think of moving a child from a maintained school to a private one at public expense unless it could be shown that the maintained school could not provide an adequate education for him. Surely the same principle should apply to health. If there is no means of checking that the patient applying really has a special need, is there not a danger that public money will be spent unnecessarily at a time when the Health Service as a whole is facing cuts?

M. The fee remission scale will ensure that only poor patients will benefit.

Q. But with respect, minister, whether the patient is poor or rich is of secondary interest. What matters surely is that that particular patient cannot receive adequate treatment in an NHS hospital. How can the Government be sure that this is the case?

M. We cannot be sure but we are confident that only the genuine case will be helped.

Q. In whom are you placing that confidence?

M. In the good sense of the patients themselves and in the fair play of the private clinics.

Q Isn't it surprising, minister, that a Government that prides itself on its professionalism and on its determination to cut wastage in public expenditure, should put forward a scheme that appears to be remarkably amateur in conception and potentially wasteful of resources in practice.

M. We stand by our election promises and that is more than you can say of the last government.

Q. But minister, the scheme was thought up by the top doctors and accepted by your predecessor. The Shadow Cabinet was not properly briefed on the implications. Now the Cabinet is divided on the issue. Would it not be an act of good sense and political courage to admit that a mistake was made and to drop the scheme?

M. I wish to God we could!

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Threat to overseas aid as more cuts loom for hard-hit British Council

by Hilary Wilce

A third round of cuts is in the pipeline for the beleaguered British Council, and there are fears that government funding of the council could be down by more than 30 per cent by 1984.

If "the worst comes to the worst" that part of the council's budget which it receives as grant-in-aid from the government could drop from its present level of £46.6m to £32m, according to Sir John Llewellyn, the council's director-general.

If this happened it would be impossible for the council to maintain a reasonable worldwide operation, or to offer its expert staff a proper career, he said.

A review of overseas aid policy, expected shortly, will announce further cuts in Britain's financial help to developing countries. This will place a question mark over the money given to the British Council to administer Overseas Development Administration aid schemes.

The council is to receive £5.4m in the next financial year for this work, which is mainly concerned with the selection and placement of overseas students. But it is estimating that this money will drop by about 40 per cent over the next four years, in line with general curtailments expected to be announced in the forthcoming review.

The council heard last week that its budget was to be cut by £3.9m, phased over four years. This cut, to be announced in a White Paper [illegible] addition to a previous 11 per cent cut in grant-in-aid funds, announced in November.

The initial cut has already meant severe trimming of council work. There has been a 40 per cent cut in books and periodicals for libraries overseas, a 25 per cent reduction in the arts budget, and an end to council fellowships to overseas students.

Almost 550 posts are expected to be lost, and the number of scholarships awarded to post-graduate students wishing to study here has been cut by half.

The council fears that the second round of cuts, announced last week, could eventually mean the closure of eight or nine offices abroad, and large numbers of redundancies.

But a Foreign and Commonwealth Office spokesman said there was "no information" to support suggestions that the cuts would mean British Council withdrawal from 12 countries. They had been deliberately phased over four years to allow the council to make savings through natural wastage.

There is obvious pressure on the council to become more self-supporting and accountable. Perhaps significantly the new director-general, Mr J. C. Burgh, who takes up his appointment in May, comes from the Department of Trade.

However, Sir John Llewellyn thinks there are few options open to the council. "We have over the past five years increased our earned revenue by four times, but like anything else you want to sell, you have to go out and sell it. In order to make money, you need to spend it. And we haven't got it to spend."

High Court threat over closed schools

An education authority may face High Court action by the National Union of Teachers over the closure of two comprehensive schools where teachers were refusing to teach oversized classes.

The schools—Rawmarsh and Windfield, two comprehensives in Rotherham each with more than 1,000 pupils—were closed by their headteachers last week with the backing of the local education authority.

The action brought to a head an 18-month-old dispute in Rotherham between the NUT and local education officials over class sizes and led to the 2,200 children staying at home while the 70 NUT members in the schools were instructed by their union to turn up at school even though there were no children to teach.

This week both sides were consulting their lawyers as Rotherham education officials refused to say whether the teachers had been suspended from duty and the teachers prepared to return to empty classrooms next week after the half-term break. A glimmer of hope did emerge, however, when the authority announced that fifth-formers at one of the schools, Windfield, would be allowed back to the classrooms next Monday.

Legal action being contemplated by the NUT could be on either of two scores—first, that the authority was in breach of its contracts with the teachers if it agreed they were suspended. Second, that their action in shutting the schools is contrary to Section 8 of the 1944 Education Act, the clause cited by Haringey parents when they took court action over that education authority's decision to close borough schools during the caretakers' strike last year.

The clause states it is the duty of a council "to ensure that there shall be available for their area sufficient schools for providing full-time education" suitable to the requirements of the pupils.

Education officials say there was no option but to close the schools as teachers were refusing to take classes with more than 30 pupils. In one of the schools, there were nine such classes. They are now considering whether they could take action on the grounds that the Education Act does not specify the size of classes.

Channel 4 will give hou a night to education

by Bert Lodge

An hour a night of education and an hour a week of religion can be expected when the new commercial television channel goes on the air in November, 1982.

The service is likely to start off by broadcasting about 55 hours a week, from around 5 pm to 11 pm on a weekday; and starting at lunchtime on Saturdays and Sundays and lasting the rest of the day.

Despite fears among educational bodies caused by reports of the BBC cutting back on study programmes, there seems little doubt that the Independent Broadcasting Authority is committed to devoting 15 per cent of initial broadcast time to education.

The Bill, which received its second reading this week, contains a specific requirement of the IBA to report annually what it is doing in education with a general description of its programmes. This does nothing to allay the fears however of such bodies as the Council for Educational Technology which pointed out this week that the wording which obliges the authority "to ensure that a suitable proportion of the programmes are of an educational nature" allows Match of the Day to be included in, say, the context of a physical education course.

It is understood that the philosophy of education currently held within the IBA would go some way towards confirming the fears of the CET though not to such extremes as they suggest. Nevertheless, the authority is believed to have set its face against anything resembling "A Seven-Part Series on the Life Cycle of the Frog," a form esteem among educatio

It believes that in the cation, like religion, rather than taught, and through magazine p such as Horizon, Surv Money Programme which a broad theme but leave room for a varied cont

There would then b up" avenues establis may be a book, a series or perhaps more paro sion at local authority

Market research has steep fall-off in faithfu series. Only half of watch the first progra the second. And again those watch the third.

The programmes are be interrupted with but advertisements are precede and directly fo tional programmes.

Yet it is possible tha amount of time could basic education in numeracy. The respo BBC's basic literacy pr *the Move* and the succ Yorkshire TV elementary programme, *Make It Co* likely to have gone IBA.

And nothing need IBA from buying grammes from the BBC

The 15 per cent of airtime is probably gua about two years. By tha cess should be forcing upon Service 2, as it w known.

Children's group files report

During the first year of its life, the Children's Committee has attempted to foster better relations between parents and professionals in health, education and social services. It also helped to persuade women to be vaccinated against German measles, the committee says in its annual report published this week.

It was set up in 1978 to advise the Social Services Secretary on the development and coordination of health and personal social services concerning children. Its members include doctors, education officers and advisers and social service chiefs. The two parent councils of the committee—the Personal Social Services Council and the Central Health Service Council—are to be closed as part of the Government's cutback on advisory bodies, but the committee will run for at least its initial three-year life span.

Staff cuts: 'year's wait nee

Schools forced to cut staffing to combat falling rolls should allow a year to carry out their plans, says a pamphlet out today.

The pamphlet, *Falling Rolls: Professional Implications*, prepared by the National Union of Teachers, warns that the curriculum of schools may be seriously affected by moves to reducing teaching levels.

It says: "In order to provide for the continuation of existing curricula options and hence the scope and quality of educationa a one-year time lapse mus be allowed with regard deployment policy. ...

"The union is not mixed age or ability opposed to teachers exp subject specialism. Such ments should, however, place with the full sup staff concerned and wit opportunities to pursue service training."

Most Schools Council projects used by only 10% of staff

by Bob Doe

Most of the teaching materials produced by Schools Council curriculum projects are used by fewer than 10 per cent of teachers of those subjects. The vast majority of teachers do not read Council reports and even when they are sent to every school free only about one head teacher in five reads them.

These are some of the findings of a survey of the impact of the Council's work carried out for it at the University of Sussex. More than half the 7,500 teachers questioned knew of at least one of the 36 Council-funded projects which had published teaching materials at the time of the survey.

About one teacher in three was using materials of at least one Schools Council project though most were not using them extensively, adapting their use to their own courses. Only one project was used extensively by more than 20 per cent of any specialist group of teachers. The Cambridge Classics project (originally funded by the Nuffield Foundation) was used by 46 per cent of Classics teachers questioned though this amounted to only one school in five.

Geography for the Young School Leaver was the project next most widely used. Almost 40 per cent of geographers made some use of it though only 16 per cent used it extensively.

The other top scorers on teacher use were Careers Education and Guidance; Religious Education in Secondary Schools; History 13 to 16 ... the French section of the Modern Languages Project (started by Nuffield). These were found to be of some use by about a third of the teachers of these subjects though they were used extensively only by a tenth or less.

Some use was also made of the Moral Education 13 to 16 project though half of 1 per cent of appropriate teachers used it extensively.

The report says the most popular of the Council's projects seemed to be those concerned with single subjects in the 11 to 16 age range offering complete courses of pupil materials. They were part of the development work undertaken by the Council in preparation for the raising of the school leaving age and usually included specific arrangements for encouraging teachers to use them.

The projects found least in schools were the Oracy Project; the Continuing Maths Project; Project Environment and the Russian Part of the Modern Languages Project. All were used by 2 per cent or fewer of the relevant teachers.

The report compares the percentages of 251 schools in which the projects were used by at least one teacher with the usage of non-Council curriculum projects.

Top scorers among the council's projects were Geography for the Young School Leaver (80 per cent); Language in Use (47 per cent); History 13 to 16 (44 per cent); Modern Languages Project—French (45 per cent) and Project Technology (39 per cent). The percentages of schools where these projects were used by two teachers were usually less than half of these figures.

Use figures for some of the non-Council projects were much higher: Nuffield Combined Science (80 per cent); The Schools Mathematics Project (76 per cent); Nuffield O level Physics (70 per cent); Nuffield Secondary Science (67 per cent) and SRA Reading Laboratories (61 per cent). Again, the percentages for use by two teachers were much lower.

Non-Council projects were not always more widespread, however. Nuffield advanced physical science was found in 18 per cent of schools and *Man: A course of Study* in 5 per cent.

Professor Colin Lacey, one of the Sussex University researchers who drew up the report and also the Council's Research and Development Consultant, said some of the Council's projects had not had the same ready-made audiences waiting to take them up that the Nuffield projects had enjoyed.

Projects like Nuffield Science and SMP had been first in the field and exceptionally well funded and supported by local authorities. This had helped to get them established. It was important, he said, for the Council to go on supporting the needs of some teachers.

The report does make the point, however, that the teachers answering the questionnaire were more likely to be those favourably disposed towards the Council and its projects. Visits made to the schools that did not answer confirmed that they tended to use Council materials less than others so the results were biased in favour of the Council. On the other hand, teachers were often using materials unaware that they had been developed by the Schools Council.

The teachers were asked for their opinion of the Council's impact on schools. Only 9 per cent thought it was satisfactory or excellent, while 17 per cent said it had had none.

Most thought it had had some influence. The Council's "poor communications" were the failing most commonly cited. It seems, however, that in some cases this is a matter of bringing horses to water who are reluctant to drink.

When the Council sent free copies of reports on proposed examination reforms to every secondary school few seem to have been read either by teachers or heads. The examinations bulletins on the common 16-plus, CEE and N and F levels were read by 20 per cent or fewer heads. report got the widest of these among teacher cent). Only 2 per cent ing Paper 47 on the 18

Of 56 Council repor papers, curriculum b research studies listed which by any means w to schools, only 19 w more than 10 per cent vant teachers.

Teachers of modern la Classics claimed the hi tion of readership, e relevant publications at least 20 per cent of

The teachers most lik up and use Council cur jects tended to be high the school organization degree rather than just certificate, to attend meetings and courses larly and to go to teach more often.

The report conclude projects might have ha pact if the Council ha money on telling te them and encourag take them up. In jects, like Geograp Young School Leave tory 13 to 16, more spent on disseminati care. "The levels of use they have been ab have been substantial" port.

According to Mr Secretary of the Sch over the next three y third of their development budget new developments. be spent on backing ing through their jects.

rth East London Poly: may lose 142 lecturers

oly plans closure of ive departments o meet £2.4m cuts

Biddy Passmore

[illegible] departments will close at [illegible] East London Polytechnic and [illegible] lecturers will lose their jobs if [illegible] working party report on the [illegible] technic's future is carried out. [illegible] will also have to move out [illegible] of its largest sites, say the [illegible] technic's governors. Courses [illegible] would be scrapped are socio[illegible] English, modern languages— [illegible] almost all humanities [illegible] as well as maths and economics.

[illegible] drastic reorganization, an[illegible] last Friday, would meet a [illegible] in NELP's budget. Money [illegible] advanced further education has [illegible] sharply reduced as a result [illegible] Government's "capping" of [illegible] pool. NELP is thought to be [illegible] of the most wasteful polytech[illegible] the report of the Polytechnic [illegible] Officers' Group in April [illegible] found it had the highest unit [illegible] any polytechnic.

[illegible] plans have been drawn up [illegible] development working party [illegible] polytechnic's governors, [illegible] earlier this month to [illegible] its future. The group's [illegible] assume a shortfall in esti[illegible] revenue of £2.4m spread over [illegible] £1.5m in 1980-81 and [illegible] in 1981-82.

[illegible] faculties are likely to be [illegible] the reorganization. They [illegible] environmental studies, whose [illegible] departments such as archi[illegible] and town planning would be [illegible] other faculties, and the [illegible] of humanities. Humanities [illegible] English and modern [illegible] would be discontinued [illegible] faculty's work in education [illegible] independent study—DipHE [illegible] based at the School for In[illegible] Study—would remain.

[illegible] of the plans were revealed [illegible] meetings with staff on Fri[illegible]. Two papers were circulated: [illegible] working party's report and a re[illegible] by the polytechnic's director, [illegible] Brosan. There is a fort[illegible] complaints to be heard [illegible] development plan is con[illegible] governors' Policy and [illegible] Committee.

[illegible] cuts will be severe. In his [illegible] Dr Brosan said reductions of [illegible] teaching posts and 132 non-teaching posts would be required. These are likely to include the 90 vacancies which have been left unfilled to meet the savings of £660,000 already agreed for 1980-81.

Present staff-student ratios at the polytechnic are at or near the top of the scale: 8.5 : 1 for laboratory-based courses and 10.2 : 1 for library-based courses. If these were raised to ratios of 10 : 1 and 12 : 1, says Dr Brosan, a net saving of 100 posts could be made.

No cuts in the top management structure are promised, although the working party's report states that "the rôle of the assistant directors must be carefully examined". There are currently 10 assistant directors, each of them the dean of a faculty, an arrangement which many consider wasteful.

There will also be reductions in part-time and teaching staff. "While all research is commendable in principle", says Dr Brosan's paper, "it is suggested that the polytechnic should continue to support only those areas of research which have *in the past* shown direct relevance to existing (not proposed) courses".

In a close echo of the recent government circular demanding tighter course controls, Dr Brosan suggests that a course should be considered for closure if there is low demand for it and retained if it is rare or unique.

Shocked and angry at the scale of the proposed closures, staff unions have started a programme of industrial action. There is a great deal of bitterness at the borough's unwillingness to contribute more of their own funds to help the polytechnic.

It is said that Waltham Forest has never been an enthusiastic supporter of the polytechnic and will be glad to see it leave its Waltham Forest site, thus releasing a valuable site for the use of the local technical college. The withdrawal of the borough from the Joint Education Committee which runs the polytechnic is likely to follow, although this would depend on the agreement of the other two boroughs involved, Barking and Newham.

Demand on union funds grows as action over cuts spreads

Strike bill reaches £80,000

by Richard Garner

Strike action by teachers against education cuts is presenting the National Union of Teachers with its biggest bill for industrial action for several years.

The union has spent £80,000 this year subsidizing its members's wages and with strike action due to be stepped up in some areas it is likely to soar to well over the £100,000 mark soon.

However, the union is well able to sustain the demands upon its resources for strike pay. Its sustentation fund (or strike fund) has £4,750,000 in its account and over the past few years has been earning more in interest than the union has been paying out to its members.

The National Association of Schoolmasters/Union of Women Teachers has had no demands yet on its strike fund—quaintly named the Sunderland Reserve Fund (stemming from a dispute in Sunderland, not from any desire to help the Second Division Football team). However, that will change at the beginning of next month when more than 70 members are due to start a three-week strike in Trafford—costing the union £770 a day.

Demands on the strike funds of the two unions are likely to grow with more authorities declaring their budgets during the next few weeks—and the prospects of thousands of teachers' jobs being lost, many of them in excess of the number which could be explained by falling rolls.

The two unions differ in their approaches to strike action with the NUT more often than not in the forefront as it is prepared to call strike action even when the pupil/teacher ratio is not affected by cuts in teachers' jobs.

Mr Jim Murphy, the NUT president, said: "We are very concerned with the curriculum and feel that it should be protected. You cannot do this if you reduce the number of teachers in exact proportion to the number of children".

Strike action by NUT members is tightly controlled by the union's action committee which has in the past once or twice watered down an individual association or division's request for action to be sanctioned.

Mr Murphy said: "In the past, yes, we have had to water down requests from our divisions—usually when we did not think the grounds for action were sufficient.

"There have only been a few cases and sometimes it has been because they did not consult their members enough for their support. We would not want them to do anything daft right from the beginning".

In one case, in Stockport, however, it was the action committee itself which drew the attention of the membership to what it considered to be low education standards.

The NAS/UWT is more reluctant to sanction strike action, taking as its rule of thumb areas where the pupil/teacher ratio is actually worsening before it becomes involved in such disputes.

Meanwhile, this has been very much a week for marking time in the fight against the cuts as most schools throughout the country were on half-term.

However, there were ominous signs of extended strike action by teachers in Trafford where talks over cuts in teaching posts broke down last week. The NAS/UWT has called a three-week strike in five selected schools from March 4 and the NUT is planning strikes lasting two to four weeks involving 100 members at selected schools after education officials had failed to improve on their offer of 10 extra teaching posts plus a school-by-school review of the areas most affected by the cuts.

Elsewhere, there was optimism over meetings planned between education officials and teachers in Avon, where strike action has been continuing on a rota basis for three weeks and the prospect of a settlement in the longest-running dispute in Nottinghamshire. The action was taken in defence of nursery school staffing standards and the union is hoping agreement may be reached at an education committee meeting next week.

In Northamptonshire, county councillors have gone ahead with plans to cut education spending by more than £7m which will mean the loss of more than 200 teaching jobs in spite of a joint half-day strike by NAS/UWT and NUT members last week. In Leicestershire, where the cut is £5.8m, a one-day strike has been called by the NUT next Wednesday.

New primary pressure group formed

A new national body to promote primary education will be launched in London next month.

The inaugural meeting of the National Association for Primary Education to be held on March 8 will decide on a constitution and will be addressed by Mr James Stone, chief education officer of Nottinghamshire. Mr Peter Newsam, education officer of the Inner London Education Authority, and Mr John Tomlinson, chairman of the Schools Council, have also been invited.

Mr John Coe, adviser for primary education in Oxfordshire, the guiding spirit of the new association, said: "Those concerned in primary and middle school education have long felt the need for a kind of national forum to serve as a focus for our hopes, ideas and methods, especially at a time of falling rolls, diminishing resources and political intervention in teaching and learning."

A group of teachers, lecturers and advisers have been at work for some months preparing a draft constitution for the new body. The association will not be in competition with professional associations and unions.

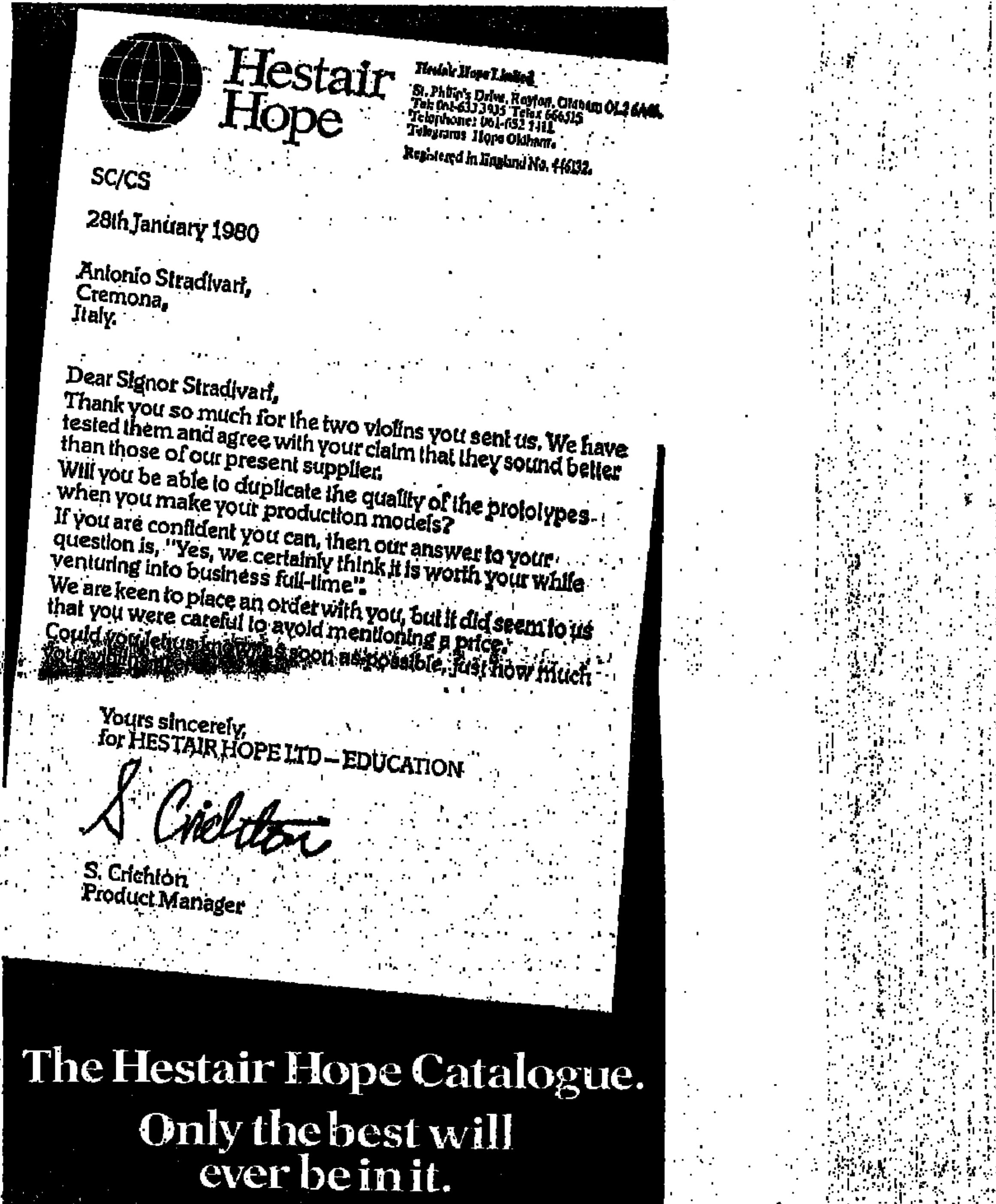
Mr Coe hopes that existing groups, societies and associations concerned with primary education will become affiliated to the new one.

The meeting, which Mr Coe says could well be an historic occasion, will be at 10.30 am, Saturday, March 8, at the New Ambassadors Hotel, Upper Woburn Place, London. Further details from Mr Peter Hunt, Bishop Grosseteste College, Lincoln.

Roehampton change

The validation of courses at Roehampton Institute of Higher Education is to be taken over by Surrey University from London University.

London announced last December that it would cease validation of all courses in colleges associated with its institute of education after the final examinations in summer, 1986.



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Mother tongue teaching: the outsider

Schools ignore the backstreet industry of first language teaching. Caroline Haydon reports

Somewhere in the filing cabinets of the Runnymede Trust, the body which collects and disseminates information on Britain's ethnic minorities, there exists a document yellowing with age.

It attempts to alert educationists to the fact that there are "a startling number" of children from different minority groups attending classes in their first language, or mother tongue, outside school hours. It says that few teachers or others concerned with the mainstream school system know of the existence of these classes, or have thought of their importance for pupils and parents, their advantages or disadvantages educationally, or of alternative methods of provision. Little is known of the quality or content of lessons provided.

That was written four years ago. Yet there is little evidence that we know much more about language pattern or use in or out of school even now. A team of researchers at London University's Institute of Education working on the language of inner city pupils have commented on a "remarkable national and local ignorance about language in schools".

In a report issued in 1978* they say "not even the simplest information was available to l.e.a.s and schools. No one could state with confidence which language and dialects were spoken by pupils much less how they were distributed across the school population".

That lack of information has helped ensure that the mother tongue debate, always a politically sensitive issue, has never really got off the ground in this country.

That is despite the committee of inquiry, set up by the Government to look into the teaching of English and reading, reporting in the Bullock report, 1975, that "no child should be expected to cast off the language and culture of the home as he crosses the school threshold, nor to live and act as though school and home represent two totally separate and different cultures which have to be kept firmly apart. . ."

Even when some sort of debate is started, it is only too likely to founder on the rock of confusion about what mother tongue teaching actually means. Does it mean teaching children their first language for a transitional period, which many believe will help them to learn English? Does it mean developing and maintaining their own language? Should it be used as a medium of instruction?

Different groups want mother tongue teaching for different reasons. They might be religious—Pakistanis learn the Quran in Arabic—or they might be cultural. On top of that confusion, local authorities point out that there are so many children from so many different backgrounds in our schools that it is impossible to cater for them all.

Research in 18 London comprehensive schools alone has uncovered the fact that 3,102 first year pupils spoke 52 languages and 33 overseas-based dialects among them—from Arabic to Cantonese through to Yoruba and Zulu.

Baffled, the local authorities have often retreated, preferring to leave community groups to get on with their own provision, with a little help in the form of free premises or small amounts of cash. The financial and organizational difficulties in attempting any sort of provision within the school system have been allowed to block the call for proper research and consideration of the educational, social and psychological arguments for teaching children their own language.

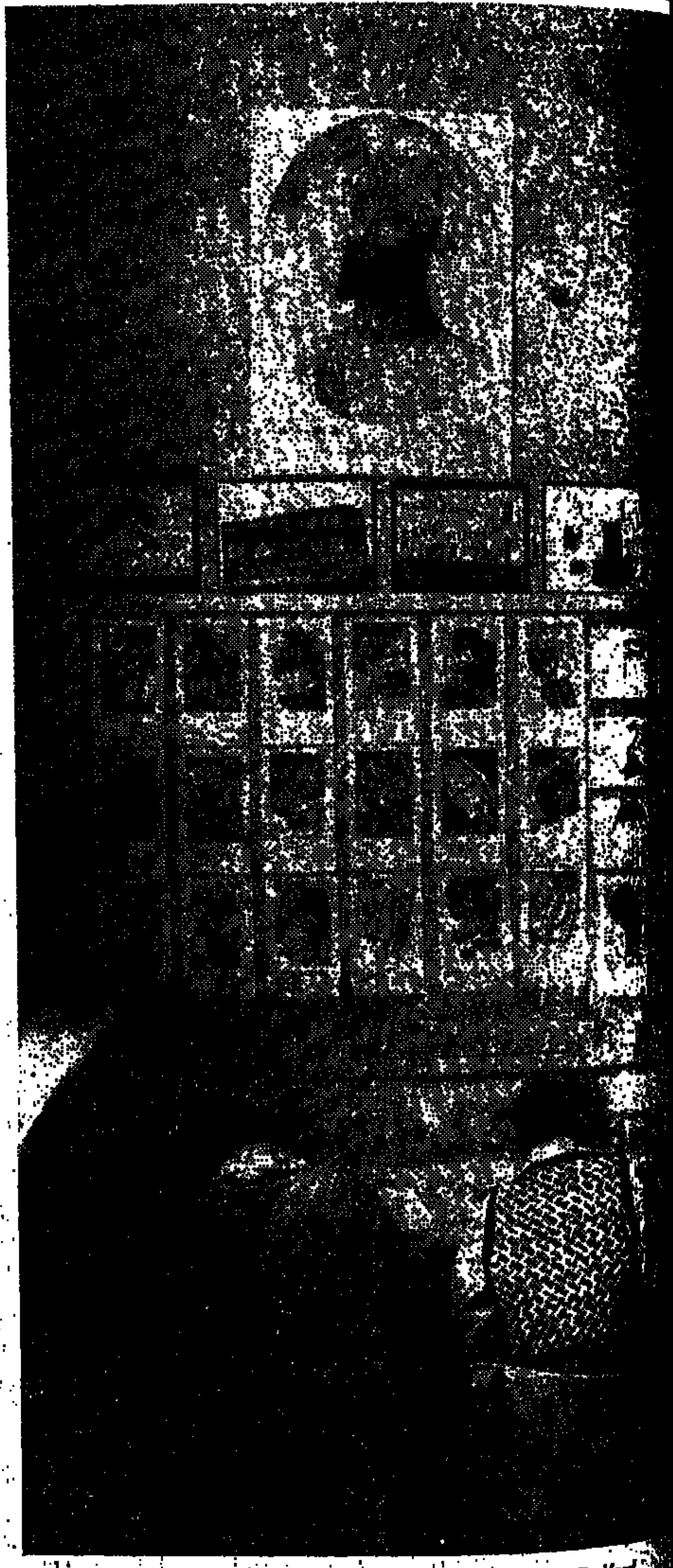
The situation has been helped, however, by the existence of an EEC directive which comes into force next year and will demand at least some sort of response from Britain.

In its present watered-down form—it originally took a much harder line—it only calls for the provision of mother tongue teaching "according to national circumstances and legal systems", and says it should be "promoted", not provided. But it has served to prod us into some action. The DES is now funding two projects, which should help provide a more reasonable basis for what has often been a hypothetical debate. One is in Bradford and one in London.

But such things are only a start, and there were never any signs, even before the present cuts, that much cash was forthcoming to help authorities already venturing into that field or encourage others to do likewise.

And it appears that authorities cannot use their main source of extra finance for helping minority groups—Section 11 of the Local Government Act 1966—for mother tongue teaching. The Home Office has never authorized money for teachers solely concerned with mother tongue teaching, and there are no signs it will do so. It looks as if hard times are ahead for those who want to encourage the debate.

* *Linguistic Diversity in Schools—by the English Department, University of London, Institute of Education, to be published shortly by Ward Lock.*



Above and opposite: Asian children under tuition in Bedford.

Lost language equals lost culture

The arguments for mother tongue teaching come under various headings—social, psychological, linguistic. But none can be said to have made great impact in British schools, which tend to reflect the generally held idea that "immigrant" children should settle in as quickly as possible and learn English fast.

It is that idea which has led to criticism of the EEC directive, which uses the word "migrant" throughout. Groups like the Pakistanis here, it is argued, are settlers, not migrants, so the directive does not apply.

Arturo Tosi, chairman of the umbrella organization for mother tongue supporters, the Coordinating Committee for Mother Tongue Teaching (CCMTT) believes that the EEC terminology has led to confusion because the description "migrant" is used everywhere in Community literature, regardless of the intention of returning home, and the directive does therefore apply to Britain. In any case, are our "immigrants" really settled?

"This sort of discussion should involve consideration of the aspirations of groups like the Asians, and we simply do not know what these are", he says. "But we cannot forget those who have more or less had to settle here against their will because they cannot get back. They came with no intention of settling and that makes all the difference to their attitude to the country and its language."

His argument is borne out by recent research by Dr Muhammad Anwar in his book *The Myth of Return*, in which he concluded that Pakistanis living in Britain regard it as a hostile foreign country and most plan to return to Pakistan, which they view as their true home.

Whatever the hopes of the minority groups in the long run, most of them want their children to learn English, and indeed most would give English top priority over the first language.

Southall youth leader Ravi Jain sums up the dilemma of the Indian parent: "We have become very worried about the gap opening up between young and old. Often a parent may speak only the home language, the child only English. It upsets the family, the normal hierarchies are broken. But at the same time, we do not say we want the mother tongue used as a medium of instruction in schools—these children will have to find jobs here in England and they need good English."

It is often pointed out, too, that Asian teenagers do not want to learn their home language. Why should they, when they see it simply has not the status of, say, French?

Mike Feeley, adviser for multicultural education in Coventry, thinks we should start trying to give languages like Hindi, Punjabi or Gujerati that status.

If languages like Hindi did have more status (and many argue that Hindi might be more relevant to the inner city child than French) the hope is that English children might study them or take them to examination level.

Indeed, there are those who warn that if this shift in status does *not* take place then mother tongue teaching in schools will result in separatist policies and additional disadvantages for the very it was designed to help.

But the arguments about older children their mother have not really been is more focus on a less question, the need to teach schoolchildren in their tongue.

There are far more people are willing to admit the primary children, coming with little or no English taught in the language stand, if only to make it them to learn English.

And there are even realize the need for a is ill or upset to be able to a primary school knows his language. If ably be here that progress first, leaving aside the problems of whether mother teaching at a later stage self image or helps cultural

But Ranjana Ash, a CCMTT, believes schools have to address that problem first language is of the to an individual. For the ignore it or treat it as to learning while at the paying lip-service to multi is meaningless, for the guage being eliminated embodiment of the culture allegedly sought to be

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ommunity groups run out-of-school lasses on a shoestring budget

child is being taught in its tongue it will almost cer- be attending a class outside hours. Children of all ages, ursery to sixth form, regu- to weekend and evening arranged by a variety of groups.

are run by religious groups, by voluntary organizations, are given full backing by the of the country concerned. Indian embassy, said the 1975 ede Report, had education in 10 centres in Britain, altogether ran 583 language

Khan, who compiled the thinks the demand for tongue provision is increas- what do the schools do to popular? "Most schools aim and develop language build up pupils' self- whatever the age range or covered", she says. Her discovered classes in Brad- Hungarian, Italian, Latvian, Ukrainian, Gujerati, Arabic Punjabi and Hindi.

ster the Indian Education held Gujerati classes in two for about 500 children. were held on Fridays from and o neSturdays from 20 to 30 Gujerati teachers a nomiual fee, and the attending paid 60p a week. be argued that if the provided by the com- there is no need for stream system to interfere. voluntary classes, often shoestring—apart from classes—may have teachers and the style very different to that is accustomed at

it not, however, such classes should be but that they should be where necessary and run with whatever schools may provide.

sees the need for a between the two— tongue schools remain and uncoordinated with system their con- be limited. However, stream schools do teach the mother are spoken by their will always be a voluntary schools lack of concentra- classes in school

such mother as there is in often in adult now suffering although there schools. They expected to follow for London ILEA's team of inspec- multi-ethnic education, Mr

schools wait for children certain standard in their and then allow them to an O or A level". Others have gone beyond decided that they want to for their pupils to exam level within the

primary level, development come about as the result —says a school its children the their own language a week."

view is that in spite of complexity of the prob- is ample room for this initiative. One primary London, not having of one language worthwhile running a a neighbouring only too happy numbers. He believes that every child to mother tongue pro- possibly counter-produc- its merits. been used as an not doing what we can existing resources," he just a question of inten-

about ILEA's and sixth formers, last Novem- English is not language for about one in pupils and that half of these children need extra help with the language. Most of the non-native English speakers spoke one of 12 other languages—Greek, Turkish, Bengali, Spanish, Gujerati, Italian, Punjabi, Urdu, Chinese, Portuguese, West Indian and Arabic.

ILEA has also demonstrated that it is possible to do something for the children who really are in a minority, like the one Chinese pupil in a class, for instance. They have produced a set of materials in different languages, each with an English translation, so the children can work on their own or with a teacher.

Birmingham has projects going ahead in three schools, one concentrating on first-year classes in Urdu and Punjabi as part of an option scheme within the normal curriculum, one after school hours aimed at older children and one intended to reinforce the use of the first language at lower sixth level.

A few authorities support voluntary groups. ILEA once again has shown a lead in splitting a block sum—10,000—among 10 groups, on condition that inspectors should be allowed to monitor progress. And it has on paper a pilot project to hire five teachers to explore the possibilities of mother tongue teaching within school. That is a long way off yet, but if it gets off the ground it will put the multi-ethnic inspectorate in a position to make recommendations to the authority about how it might sensibly import mother tongue teaching into the school.

In Coventry, the authority has appointed a mother tongue teacher co-ordinator. Two of the city's schools offer mother tongue teaching in a couple of languages at O and A level. And like other l.e.a.s, Coventry offers voluntary groups classrooms free of charge. Warwickshire pays some voluntary Gujerati teachers a nominal sum.

Mr Mike Feely, Coventry's adviser for multi cultural education, says there is "a desperate need for material culturally relevant to Asian kids in the inner city. If mother tongue is to survive, it must be translated into British context", he says. "We can't go on pretending the kids live in an Indian village."

And there is, he says, difficulty in getting trained teachers from the minority communities—one good practical reason why teenagers in school should be allowed to keep up or develop their mother tongues. They may be able to teach them at a later date.

Researchers look at effect of abrupt change of language

"It would be an eccentric teacher of French who would want his British pupils to forget their English. Yet that is exactly what is being advocated daily for Asian and other foreign children in British schools".—*Mother tongue teaching and the Asian community*, November, 1978.

A Pakistani child aged five starts at an English school. He is not really competent in his own language, and he speaks no English.

From the day he walks through the school door, however, he will be expected to adopt English as his sole method of communicating and learning.

Apart from the immediate distress that may cause, there are those who believe that normal cognitive development is seriously damaged by such early paralysis of the linguistic system as a means of thought. As yet there has been no reason in this country to prove or disprove this.

Now, however, a DES-funded project that might go some way towards providing the answers we need if we are to make sensible policy decisions about mother tongue teaching is under way in Bradford.

The project is almost complete. It included an evaluation of the special teaching programme run in 1978 for first year infant Pakistani children with little or no English.

In two Bradford schools a comparison was made between a group, whose work during their first year was according to existing Bradford practice—almost wholly in English—and a group withdrawn for half the morning and half the afternoon and taught in Punjabi.

The aim of the project is to provide information on teaching through both the mother tongue and English "as a means of facilitating a child's adaptation to school, acquisition of English and general cognitive development".

A second and equally important part of the project will put it in a wider social context by studying the attitudes of parents and others in the community to mother tongue teaching.

Director Dr Olav Rees, of Bradford University, emphasizes that the project is not concerned with the question of maintaining or developing the use of the first language.

"We are concerned about obtaining pretty detailed information about cognitive and linguistic development rather than carrying a torch for language maintenance", he says.

The team used periodic tests and teacher comment to assess progress, as well as a number of extremely detailed case studies based on an observer's recorded narrative and material picked up by microphones hidden in work aprons.

In addition to the Bradford project, the DES is funding a team at the London University's Institute of Education. It aims to analyse the changing patterns of bilingualism in selected areas of England. Various approaches will be used and a detailed study made of language use and attitudes. A range of minority languages—including those from Southern and Eastern Europe, South and East Asia—will be looked at.

The team is being led by Dr Verity Khan and will take three years to complete its work, by which time it is hoped it will have pioneered the methods by which a complete linguistic map of Britain might be developed.

Anger in Ulster over £3.3m jump in cuts of meals and transport

by Paul McGill

A demand for cuts of £9.3m in school meals, milk and transport by the Northern Ireland Department of Education has met furious opposition. The five education and library boards have been working out how to save £6m.

About three months ago Lord Elton, the Education Minister, announced that the board would have to save £4m on school meals and £2m on travel, but it is clear that £6.3m will have to be cut from the budget for meals and milk and another £3m from transport.

It was clear, said the Campaign for the Advancement of State Education, that the Government intended to dismantle the school meals service. "No one in their right minds could expect a reasonably priced meal could be provided on such savagely reduced funds. Jobs will be lost and the health of children from poor families will suffer", it claimed.

It called on parents, teachers, public sector unions and the education boards to fight back.

Lord Elton's statement announced three changes in November: a rise in the price of meals from 30p to 40p, a new charge of £30 a year for children using school buses and greater use of convenience foods. It was left to a Belfast newspaper to reveal that a hidden part of the plan was to end free meals for about 20,000 children from low income families.

The Government's proposals were soon attacked by the boards. The idea of taking "poverty trap" children out of the free meals net was vigorously opposed, but the strongest reaction was provoked by the plan to charge children for school buses.

As a result, Lord Elton agreed to set up a working party consisting of board representatives and officials of the Department of Education to work out an alternative strategy to save the £6m.

Last week, however, the chairman of the Western Board revealed that the department was demanding much bigger cuts. "We were told that the problem wasn't £6m but £9.3m. It was like pushing a stone up a hill."

Mr Michael Gledhill, the chief officer of the South Eastern Board, agreed there had been an unfortu- "I find this disturbing. It is bringing us to the stage where we can't do it. It was everyone's understanding that the cut was £6m. Nowhere was it made clear to us the figures would be increased."

Although the Department of Education did not formally announce the new £9.3m figure, it said that the previous target "has always been stated at 1979 public expenditure survey prices", and that an upward adjustment in the cutback was always going to be required.

However, the letter sent to the five boards in November makes no reference to previous price levels. It outlines the new charges for meals and travel

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School to work

Skills Olympics run out of money

by Mark Jackson

The International Skill Olympics, the annual competition between apprentices and other young craftsmen from up to 20 countries, will not take place this year. The decision has nothing to do with politics, but is a result of the other growing Olympic problem—money.

None of the countries involved has been willing this year to host the event, which cost the Irish Government £1.5m to stage in Cork last year. Last minute attempts to persuade the Japanese—who are keen in principle on continuing to hold the event annually—to accept the burden have failed, and a meeting of the international committee in Lausanne has decided to consider making the competition biennial.

It means that Britain's youngsters, and those responsible for their training in industry and colleges, have a breathing space in which to plan a serious effort to make a better showing than they have managed in recent years. The next Skill Olympics are due to be held in Atlanta, Georgia, in September 1981.

At Cork, the British team, which at the height of its prowess in the 1960s collected as many as nine gold medals, managed just one—compared with 17 for Korea and seven for Japan. Even Taiwan—which still in this competition is officially China—got two golds.

The explanation for Britain's declining performance in this showcase for industrial skill echoes that frequently put forward to explain the overshadowing of its athletes and sportsmen in international events—a lack of official encouragement and of training facilities.

Sheer skill in a craft is not, unfortunately, all that is needed to win in the Skill Olympics. Competitors have to carry out set tasks, such as building an intricate piece of brickwork, fitting out a bathroom, or making a component, within a fixed time and observation, conforming with specific rules. That requires practice, if only to overcome stage fright.

The industry's national joint council, encouraged by these successes, is planning to run a full-scale national competition next February to select its Olympic team. The only training boards that have shown any interest outside construction are road transport, which nominates the winners of its ordinary national skills test, and the engineering board, which enters the winners of its "Craftex" competition.

The British entry in the Skills Olympics, which was first held in 1953, was sponsored until 1970 by the City and Guild's Institute. Since then VOTE, the Society for the Promotion of Vocational Training and Education, a group of part-timers with no paid secretariat, has made the arrangements. It scrapes together the funds to send competitors abroad by appeals to companies and private donors; a grant of £10,000 a year from the Manpower Services Commission's training services division may not survive the new round of Government spending cuts.

Britain is likely to be invited to host the event in 1987, and Mr Derek Phillips, director of training policy for the National Federation of Building Trades Employers, says that if we want to avoid the kind of results which will make British industry look like a has-been, training boards and employers will have to start taking the matter seriously.

Georgio Romeo, British winner of a bronze medal in ladies' hairdressing in last year's competition.

Unions back common core of objectives

by Diane Spencer

The TUC likes the idea of a core curriculum. In its statement to the Education Secretary on the consultative document on the secondary school curriculum, it says the core should be defined in terms of minimum educational objectives for individuals rather than a set of subjects occupying a set proportion of the timetable.

Pupils must understand the economic basis of our society, it says. No one should leave school without at least a rudimentary understanding of the nature of our industrial society and how a democratic community works. All pupils should have the chance to do work experience and teachers must consider ways of improving the educational performance of children from ethnic minorities.

The TUC agrees with the proposal that English maths and science should be compulsory.

But the TUC says it would be unrealistic to press for language teaching to be a compulsory element in the curriculum "given the nature of such teaching in this country, the shortage of qualified teachers and other demands on school time."

The TUC would be in favour of making more subjects compulsory in the fourth and fifth years. It was concerned about the "unbalanced and incoherent" curricula in some schools resulting from complex options systems. Some pupils were restricted to practical subjects and others were obliged to choose between languages or sciences.

A common system of examining at 16 plus instead of the dual O level and CSE would relieve pressure on the curriculum. The TUC criticizes the consultative document for ignoring the resource implications of the recommendations.

"It is hardly useful to talk of establishing priorities and redeploying resources when government economic policies are impoverishing the education service," it says. More and better teachers of maths, science and modern languages and careers will be impossible without a massive programme of in-service education for teachers.

MSC drops demand for £22m expansion of youth opportunities scheme

The Manpower Services Commission has dropped its plan to ask the Government for an extra £22m to expand the Youth Opportunities Programme

Mr James Prior, the Employment Secretary, told Parliament last week that the Government had accepted the Commission's proposal to provide for an additional 50,000 youngsters in the programme this year in preparation for the big rise in school leaver unemployment. But the Commission's corporare plan reveals that it has halved its own estimate of the money needed to provide the additional 20,000 places.

The corporate plan—reluctantly disclosed to a parliamentary select committee—puts the extra expenditure at more than £9m and says that the commission will find the money from its own resources.

The original proposal outli the Commission's confidential term review said, as reported TES last November, that the would have to be provided b Government if the quality o programme was to be mai while it expanded.

The revised figures are the likely to cause apprehension local authorities and others in in operating the programme the commission has yielded pressure from politicians Lord Gowrie, the minister r ible for youth employment more heavily on cheap sc The commission will save mo giving young people work ence with employers rather th its own purpose-built worksh

Sex bias rife in schools TUC youth told

by Richard Garner

Sex discrimination in the school curriculum is still widespread, Mr Norman Willis, deputy general secretary of the Trades Union Congress, told the TUC's youth conference last week.

Speaking on the topic technology and youth, he said that women's chances of taking advantage of new jobs emerging through technological advances were "narrowed" because certain jobs were still considered "a man's sort of work".

Mr Willis added: "It is still a question of saying to most youngsters in schools there are things typical and accepted for girls to do and there are things which are typical and accepted for boys to do."

In a discussion paper prepared for the conference, the TUC said: "Schools have an important part to play in encouraging new attitudes and in ensuring that girls have an adequate basic education in mathematics and science based subjects to enable them to participate new technological occupation

"But new attitudes are o only if adequate opportuni available within the educati training systems so that women can work in a wider of jobs. Education and programmes for women need oping and designing to ens they are able to fully partic employment possibilities ari a result of new technology."

There was also a need for provision for nursery educa enable women to take the advantage of employment nities, Mr Willis said.

The conference was told fewer women students took neering courses in Britain th where in the world. The women to men on engi courses at universities in had been about one to 400 compared with one to three Soviet Union and one to other parts of Europe.

Privileged few 'cost too mu

A call for an end to "privilege in education" was made by Mr David Lea, assistant general secretary of the Trades Union Congress, at the conference.

Speaking in defence of the TUC's campaign for economic and social advance, Mr Lea said: "We have got to get rid of privilege in education.

"Quite apart from the political necessity and social justice of it, we cannot afford to have an educational system which is trea a different basis the mas people in the state sector privileged few."

The TUC believed should have greater social instead of a cut in spendi amounted to 5 per cent th

In a discussion paper conference, the TUC added preparation of young peo world of new and rapidly technology and skills is of importance."

Two Euro-degrees for the price of on

by Hilary Wilce

The first fully-recognized degree course to be run jointly in three European countries is to get under way at Middlesex Polytechnic and at linked institutions in France and West Germany this autumn.

Students on the European business studies course will study in two of the three countries, and receive a recognized degree or equivalent qualification from each of these countries.

Middlesex Polytechnic has been running a business studies course jointly with the Centre d'Etudes Supérieures Européennes de Management at Reims, in France, since 1975. French and English students work together in mixed classes. They spend two years in each country, which includes a six-month spell in industry in both France and England. On qualification they receive a BA(Honours) in European Business Administration and a *Diplôme d'Etudes Supérieures Européennes de Management*, the French equivalent.

Now a German institution, the Fachhochschule in Reutlingen, has joined the course. Successful students will be awarded a *Diploma in Europäischen Studiengang für Betrietwirtschaftslehre*.

Students dividing their time between Reims and Reutlingen started their course this academic year. Those splitting their studies between Germany and England will start this autumn.

All students go abroad for a month's language immersion before beginning the degree course. This includes aspects of business administration in the countries where they are studying, and European studies.

Sixty students a year have been taking the course to date, numbers will be doubled year when the German co becomes fully integrated th

Other degree and post courses have international but no others are fully rec by all the validating bodi cerned. Nor are they as their division of time and between different countries.

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NEWS

Putting politics in its place?

Virginia Makins talks to Roy Hedge, the first specialist adviser for political education

Mr Roy Hedge, Britain's first specialist adviser for political education, has had five terms to discover what the job is about. When Sheffield appointed him in 1978, Dr Rhodes Boyson described the appointment as "a complete waste of public money".

The hostility wasn't surprising. The idea of a politics adviser was in line with new thinking about putting politics into schools and teacher training. The movement started with private enterprise—notably Professor Bernard Crick and the Hansard Society.

They demanded a much more active approach to politics than the traditional civics and British constitution courses. Their challenge was taken up with startling enthusiasm by HM Inspectorate, which published a discussion paper on political education in 1977.

It suggested that all secondary pupils should be directly encouraged to take part in politics, and to "understand issues over which people disagree". (The paper mentioned motorways, the welfare state, comprehensive schools, abortion, strikes. . . .)

It called for schools to examine their teaching methods and asked rhetorically whether talking at pupils rather than asking their views, telling them to copy off worksheets, having a few prefects and many non-prefects, or using corporal punishment, were likely to prepare pupils for life in a democracy.

Sheffield was the first local education authority to answer the call, and Roy Hedge was well placed to pick up their brief. He had taught his subject—history—for several years at Haberdashers' Aske's school, London, before going to York University in 1969 as lecturer in social education.

At York he worked with politics specialist Ian Lister (now York's professor of education), and was in on the ground floor of the Hansard Society's campaign on politics teaching. He left York to become Director of Studies at Basingstoke's sixth form college.

At first, he said, he "kept his head down and did the general side". There was plenty to do, when Sheffield was (and is) hammering out a policy for falling rolls. The general work also got him into schools—primary as well as secondary.

In his second term the authority laid on a one-day in-service course on political education for secondary heads. Mr Michael Harrison, Sheffield's Chief Education Officer, ensured a good attendance by opening the day himself.

"We didn't make any converts", says Hedge. "But we allayed fears and got rid of stereotypes. They saw I wasn't a loony Marxist, and that politics can be a classroom subject, related to others. After that I could begin to go in and buttonhole people and say 'Let's talk'."

The core of the job is in secondaries. But he sees great potential in primaries, with their flexible curriculum. He found one or two Sheffield primaries were already doing interesting work in social or environmental education, and were open to suggestions on how to "up the politics a bit" (for example, see Aristides, page 84).

But he reckons the first job, in primaries, is more basic: encouraging teachers to be more aware of the politics in what they teach and how they teach it. He quotes a display on castles he once saw, with the legend, in the teacher's handwriting: "Castles were built to protect the people".

If teachers thought more about politics, he believes, that sort of crass simplification wouldn't happen.

In secondaries Roy Hedge sees three main possibilities for action.

The first is "putting the politics back into" conventional disciplines, such as history and geography, where teachers for years have deliberately left it out.

He quotes a local example. The Schools Council Geography for the Young School Leaver project has a unit based on Sheffield's famous Parkhill flats.

"Looking at it, you'd think some Martians had come and commissioned the flats. It conveys no idea that there were alternatives, decisions had to be made, there were vested interests at stake. It was treated as a straight planning issue."

The second possibility—some proponents of political education see it as an essential one—is giving pupils direct political experience by involving them in the running of schools.

Finally, there is the third possibility, of introducing new separate courses in political education for all 14 to 16-year-olds—the hub of the HMI blueprint. There, says Hedge, you run up against the intense pressure on curriculum time, and all the competing interests for new courses—careers education, technology, business education.

At Park House school—a mixed comprehensive for 500 pupils in a fairly "down market" area—Hedge was helping to teach a politics course that showed both the difficulties and the potential of levering the subject into the curriculum.

Park House is involved in an EEC education project, which ha them to run a new course fourth and fifth years ca paration for Adult Life. Th covers many topics, such a and law, as well as politic

The politics bit takes full afternoons in co weeks. The aim is to sho that politics is about issu than to describe the mac government.

The afternoon we were course had had to be al cause the pupils could only City Council on the seco noon, not the third.

Hedge kicked off: po said, was not just about R America but what happen time when "people dis something has to be sort pupils broke into three talk about an example politics—a row about w vision programme to wa puts the baby to bed, and homework gets done.

In one discussion grou raged by the head, Roberts) this rapidly devel a discussion about the p the schools, covering topics teachers' powers to "cha one's life" by excluding th an O level course and the a school council with

After break, they talk local government deci cuts. There was a budg of £38m, broken down in departments, education, h so on.

There was not nearly time to do it. But even group of non-academic p came intensely involved sion, and identified a n crucial issues and interest chopped education with som —closing schools, sacking welcoming larger classes, p the school starting age.)

"I wouldn't want a CS in politics", Roy Hedge s wards. "There would be temptation to cram the I'd like a core of no fourth and fifth year wor ing one double period of education every week for and I'd settle for half that

Roy Hedge: "They saw I wasn't a loony Marxist, and that pol be a classroom subject."

Pamphlet aid leavers to find information

Many children leave school without knowing how to find information which could affect their careers and social lives. Lancaster University is hoping to remedy this by publishing *Information skills in the secondary school*, which has been sent to 9,000 schools, local authorities and teachers' centres.

The pamphlet says: "Information skills are not taught explicitly; the result is that many pupils leave school unable to practise them well enough to cope with the demands of adult life."

Teachers and librarians should teach information skills. The pamphlet suggests three teaching methods: library skills, study skills or life skills which help pupils to manage their careers and social lives and to make decisions.

As a follow-up to the teachers are encouraged to a teaching resources fold gives a model programme gests more ideas and material.

The pamphlet and the be obtained from Using Libraries Project, Centre tional Research and The University, Lancaster,

EWS

he Stones serves up what the children want.

phen Cohen finds glittering prizes n't change pupils' taste buds

he cook of the year oes a lovely fish finger

queen of cooks looked down nose and told the awful truth. ot her flans the kids like best, sh fingers. Mrs Pauline Stones, er of the first competition for l meal cooks, pulled a wry as she sat in her tiny office in "temporary" kitchen.

hey won't eat sausage and egg but they love meat and potato she said. "Fish fingers is favourite though."

Stones beat the cream of 's school cooks last month in competition. Thirty- from more than 1,000 travelled to Lon on Culinaire Inter Londres where they , cook and decorate fruittopped yeast cake. prize—a silver cup, and a cheque for £25— wood Lane first school, Pontefract, on the map. she was presented to of Wakefield education committee. A solid bunch of of them miners— their faces with pride as Mrs Stones's achievement. "Cook us a meal, love", one cried. Mrs Stones fought the overwhelming emotions occasions tugged at her smiled bravely.

been a long day for her. 30 to start roasting the , preparing the coconut dding for the hungry 600. 35 of the 350 children at Lane school stay for other 280 meals are for schools which are too ve their own kitchens. es's kitchen was built the last war as a temporary measure. Like many temporary buildings of that time, it is still . The school was built in the when the village of Upton was ded enormously when the mine was sunk. The area is slap in iddle of mining country. The heavy with the smell of coal. a declining area. The local has closed down. There's little other than mining. A quarter children get free meals. And depressing to see children, in ting jam sandwiches because hasn't got enough for dinner money."

Stones knows all about this. ows how many children come to school without breakfasts. She knows how many of them eat nothing but chips at home. "One lad said to me when I was serving up the dinner one day that his mum never cooked that at home. It was roast beef and Yorkshire pudding."

If anywhere needed a cook like Mrs Stones, then it is this place. But, the reality is, that however haute your cuisine, you cannot get the kids to eat greens. So, out of the swede and cabbage on the menu with the roast ham, chips (thick cut so that they absorbed less fat when cooking), the distinctive piece of pineapple and a spoonful of creamy-white mushroom sauce, you can guess what went down best.

Cabbage and swede—some believed it to be turnip—pineapple and mushroom sauce were the least touched.

Was Mrs Stones upset? Not really. She knows from experience which foods are rejected most often.

Although there is always a pile of left-over vegetables to go in the swill bins, the same is not true of the puddings. And it is not hard to see why. The butterscotch topping to the coconut sponge was made from raw ingredients.

Mrs Stones always insists on fresh food: vegetables, although they are ordered two weeks in advance, are always from the farm; only peas are frozen. Meat comes from local butchers. Dried eggs are never used. And only when powdered potato is cheaper than the real thing is it ever bought.

The cost of food for an average lunch is about 15p. Wages and overheads are about twice as much again. The 35p cost of a lunch is obviously a good bargain.

So far, Wakefield education committee has not discussed an increase in meal prices. The Labour majority is well aware that elections are coming up soon and there is nothing more guaranteed to shake their grip on the council than a price rise. They are waiting until after polling day.

But there is already talk of the 50p and 60p dinner. If that happens in Wakefield, Mrs Stones, "the biggest stirrer in Upton", according to a colleague's shout across the kitchen, will have less stirring to do. She will watch the kids eat jam sandwiches instead.

London plans to close 10 adult study institutes

Ten adult education institutes out of a total of 31 may be closed this summer in Inner London in an attempt to "rationalize" and to save £80,000.

The Inner London Education Authority claims that the number of places available and choice of subjects will not be reduced. This is only one item in a plan to save a total of £1.235m in 1980-81 from the adult education budget.

Other savings are:

● £575,000 by reducing the academic year to 30 weeks instead of 35.

● 387,000 on increased fees.

● £90,000 zy reducing the annual allowance on furniture, fittings, books and stationery.

● £40,000 by introducing fees for students needing models.

● £33,000 on cutting the opening hours of canteens.

● £30,000 by synchronizing the dates of school and adult evening institute terms to save light and heat.

East Sussex county council is reducing its expenditure on adult education by £347,000 to £250,000 by the end of 1981.

Reprieve for college of architecture

Cheltenham School of Architecture, under threat of closure since the start of the academic year, has won a reprieve. The school's students and teachers have one year to come up with a new course which will attract more students.

First year students at Cheltenham learned of the college's impending closure days after they began their studies last September. Not enough students had been recruited and they would have to find places in other colleges around the country, they were told.

Protests and demonstrations followed, and the students' cause was taken up by the Schools of Architecture Council's Conference in November.

This week, Gloucestershire's education officer, Mr Richard Clark, called a sudden meeting with students. He told them that he was to recommend putting back the scheduled closure by one year so that the college could prepare a completely new course.

The Cheltenham School forms part of the Gloucestershire College of Art. Suggestions that the architecture course could be linked with parallel planning and landscape courses were rebuffed by Mr Clark.

There were more places to train architects than the profession needed to recruit, he said.

Letting them eat fritters

Out with nutritional but nasty liver and in with lovely luncheon meat fritters—at least for some primary school children in Derbyshire who will be taking part in a school meal experiment.

The education committee has decided to try to give children what they like rather than what is good for them and at the same time cut down on food waste costs and labour.

Nine primary schools in various parts of the county will take part in the pilot scheme from the end of the half-term holiday for three months. Typical menus will include luncheon meat fritters, spaghetti hoops, potatoes, and fresh fruit; hot dogs with onions, crisps, baked beans and Arctic roll or chicken supreme, roast potatoes, cabbage and scone with jam and cream.

If the children eat all this up and the unions are happy, the menus will be introduced throughout the county.

£5,000 appeal launched to fight schoolgirl's sex discrimination case

A £5,000 appeal fund has been launched to fight the first court case of alleged sex discrimination against a schoolgirl who wanted to study carpentry instead of needlework.

Helen Whitfield, aged 15, backed by her mother, Mrs Jean Whitfield, lost her case at the Croydon County Court last December when Judge Perks ruled there had been no sex discrimination by the Woodcote High School, Croydon.

In 1976 Helen was a pupil at Woodcote High, a mixed school for 11 to 14-year-olds. Boys had lessons in woodwork, metalwork and design while girls were taught cookery and needlework. Helen wanted to take the boys' craftwork classes.

In September 1977 she was offered a place in the classes but turned it down saying she did not want to be made an exception; the classes should be available to all girls, her mother said.

Judge Perks ruled the treatment for girls and boys was different but equal because boys were not allowed to do needlework any more than the girls could take woodwork. Helen had suffered no damage and in his opinion she never "genuinely wanted to take the craftwork course but acted throughout as a weapon, or perhaps an ally in her mother's campaign for women's rights".

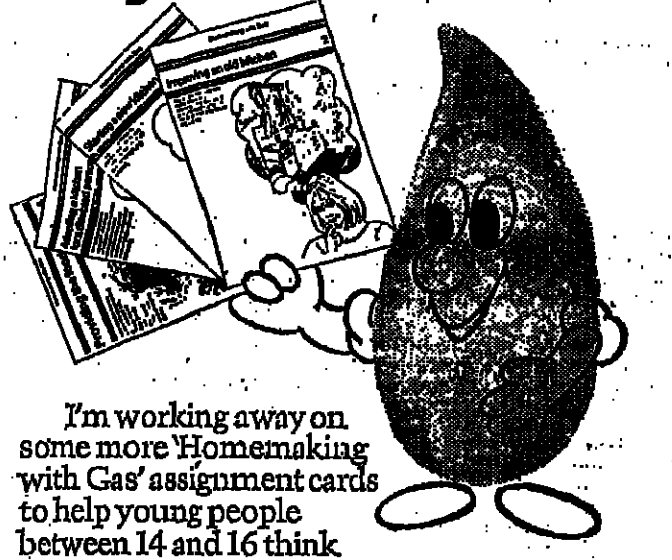
The case, which was the first of its kind brought under the education section of the Sex Discrimination Act, was originally backed by the Equal Opportunities Commission. However it withdrew support and this is now the subject of legal action as well.

Counsel for Helen Whitfield has said there are 12 possible grounds for appeal.

Helen, who left Woodcote in 1978, is now said to be studying for six O levels at home and wants to be an engineer.

The appeal fund address is: c/o Lloyds Bank, Market Square, Highworth, Swindon, Wiltshire.

"When it comes to homemaking, I'm very resourceful."



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NEWS

Opening-time wrangle is solved by 1940s rulebook

by Richard Garner

A rule-book dating back nearly 40 years is being revived by local education officials after a union work to rule revealed substantial variations in school opening times.

Regulations found by Durham education authority state that all secondary schools should work for 5½ hours a day while junior and infant schools should have a five-hour day. The regulations date back to the 1940s.

The exercise was started after members of the National Association of Schoolmasters/Union of Women Teachers worked a strict five-hour day last year in pursuit of their annual pay claim. Teachers in different schools were docked different amounts of pay as they did not normally work the same hours—and the union asked the education authority to bring the schools into line with each other.

Now all the authority's 150 infant schools and 145 junior schools are to be told they must work the five hour day. At present there are nearly 20 working more than the minimum.

All 52 secondary schools, are to be sent a reminder of the old regulations that they should work 5½ hours, or else ask the permission of the education authority. At present, 27 work longer and about four work shorter hours. However, Mr. Donald Sewell, the Director of Education, said; "While the junior and infant schools will all be brought into line, we are not proposing to compel the secondary schools to obey the regulations."

The latest DES regulations governing school hours state that schools should meet for 400 sessions a year—or 200 days less 10 days for holidays. Children under eight should receive at least three hours' education with a break half-way through the day while primary and secondary children should receive four hours.

Ulster exchange visits scheme launched

Belfast teachers, students and school children are getting a new opportunity to travel abroad—exchanging with foreign visitors who want to come to Northern Ireland.

The Central Bureau for Educational Visits and Exchanges organizes from London, about 1,000 exchanges a year. It is opening a new office in Belfast and hopes to triple that number. The centre will be in a house opposite the Ulster Museum near Queen's University.

"I would be very unhappy if the numbers didn't rise to 3,000", Mr James Platt, the London-based director, says.

He says there has never been a real shortage of foreigners with an educational interest wanting to visit Belfast and Northern Ireland; the troubles have not deterred them. Over the past four years, numbers of European and North American visitors have risen steadily.

The exchanges cover a wide variety of people and interests. School children and students—leaders, sportsmen and performing artists all make the journey and stay with families or at residential centres.

Assistants, who visit for longer periods to teach a foreign language, are also part of the programme. Two assistants—one French, one German—have asked the bureau if they can stay for a second year.

Mr Platt believes cultural exchanges "build bridges". "I think if we got a million exchanges a year over there we might see a slow change in the problems."

Asian teacher loses claim

Mohammed Haseen has lost a claim that it was unfair to ban him from teaching in Britain's state schools because of his Asian accent.

A Birmingham industrial tribunal has ruled that his dismissal for that reason was not unfair. It has also rejected a claim that he was racially discriminated against.

Giving the tribunal's reserved decision, Mr Robert Chapman the chairman said that the interests of the children had to come first.

The public hearings on which the decision is based were told that Mr Haseen had taught in Britain for five years, four of them at the Edgar Stammers Junior School, Walsall.

In the time he was at the school, local inspectors in their reports alleged that his lack of good English was interfering with the education of children and with his control of classes.

Mr Chapman said Walsall Education Authority were justified in recommending that Mr Haseen should not teach.

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Sports Diary

Tamara Press, strong-armed Soviet goddess of the 1970s.

Anne Howarth

How Russia stays No. 1

War minus the shootings was how George Orwell described international sport. Today, with the verbal crossfire about the staging of the Olympic Games in Moscow, we are drawing closer to Orwell's forebodings.

Baron de Coubertin, the founder of the modern Olympic Games, stressed that taking part was more important than winning, and hoped that the sportsmanlike behaviour of the competitors and their friendly rivalry would serve to promote international peace. How hollow those words sound in the chasm of the present situation.

Are the Olympics inextricably linked with politics? Or are they a chance for nations to come together peaceably in a pure athletic contest? Should the International Olympic Committee investigate a nation's motives and its moral integrity before allowing it to hold the games? Or, to prevent vulgar displays of nationalist propaganda, should the games be held on a permanent site in Greece?

The dilemma that faces nations as they each turn up their cards in this game of boycott poker, where no one wins but no one wants to lose face, is also confronting individual athletes. Many Olympic hopefuls have spent the past four years immersed in a sea of tracksuits, living a daily existence of hard physical training, interspersed with eating, sleeping, working, studying or going to school and—in what leisure they have—dreaming of the Olympics. Can they be expected to make their own decision to go or to boycott the Moscow games?

Norman Shneidman, author of a recently pictorial book on the Olympics, has no doubt that the Soviet Union will make as much political capital as it can out of the Olympic Games in Moscow. It is a golden opportunity for a propaganda bonanza, to emphasize to the world their sporting supremacy and the benefits of living in a socialist state.

Dr Shneidman's book gives a very real insight into the theory and practice of Soviet physical culture and sport. Dr Shneidman, a former leading athlete in hockey, basketball and boxing, and a former Olympic coach, graduated from the Belorussian State Institute for Physical Culture in Minsk, and then completed post graduate work at the Moscow Central Institute for Physical Culture.

His factual account of the development and organization of Soviet sport is supported by detailed references from standard Russian works on physical education and Russian physical culture periodicals. It is valuable to read how fully professional, totally state financed and centrally organized is the machinery that deliberately sets out to produce not just Olympic athletes but Olympic champions.

In Russia, physical culture is an integral part of the ideological, political and ethical education of each citizen. Physical education and sport, and particularly success in international competition, are not an end in themselves, rather a means through which the Communist party and the Soviet Government intend to further certain ideological and political objectives.

The Soviet authorities stress that the success of Soviet athletes in Olympic Games is due to the superiority of sports development in a socialist state. Aspiring young Russian athletes do not choose the sport they would like to pursue, rather they are selected for whichever sport it is deemed they are most likely to succeed at.

Many promising athletes attend special boarding schools, many of which concentrate on certain areas of physical education such as swimming and gymnastics. Olympic coaches are appointed from the most academically able, and all research into training methods is carefully controlled, and channelled to the coaches for their use in training. Top athletes receive lavish care and attention; they have specially controlled diets, excellent living accommodation and remuneration—the author suggests this is twice that of the average working man's income.

The Russian Olympic athletes are indeed the modern gladiators. Of course the Olympics are for amateurs, and the Russians condemn professionalism as they understand it for it smacks of private initiative and shady business deals. Their athletes, they claim, are not professionals, they are students, or soldiers, or workers in factories, who merely have all the time they need for sports training.

Dr Schneidman points out that the Soviet authorities would like the West to believe that their success in international competition is merely the cream on the milk, and that the rest of the nation is also vigorously engaged in sporting activities. This is far from the truth, as there are inadequate facilities, and often physical education teachers are unqualified.

There is a basic programme designed to maintain the fitness of the nation. Known as the GTO (ready for Labour and Defence), it is the foundation of all physical education lessons. Statistics showing the increasing numbers participating are, the author feels, inflated, but nevertheless the scheme has been a means whereby many young people take part in regular physical activity. For the promising young athlete there is a programmed ladder of achievement, called the Unified All Union Sport Classification, according to which athletes are awarded ranks, titles and categories in differe in line with the athlete shown. The All Union Sp fication regulations requi awarded a sports title accordance with the spe and the moral code of a communism, to work syst on raising their cultural tical level, on improving their ca fitness and sport mas to participate actively in tions as members of the collective.

Unlike our untidy prolife small sports clubs and organizations, Russia has organization which contr ministration of sport direc government. Overall super Soviet physical culture is by the Committee of Phys ture and Sport of the USSR of Ministers.

Dr Schneidman sums up tem of physical culture an by claiming that its stru designed to facilitate the of the immediate goals an tives of the Communist P while victories in interna letic competitions appear important than other ach in physical culture, all eff be directed to this end, pense of the provision of for the fitness of the majo

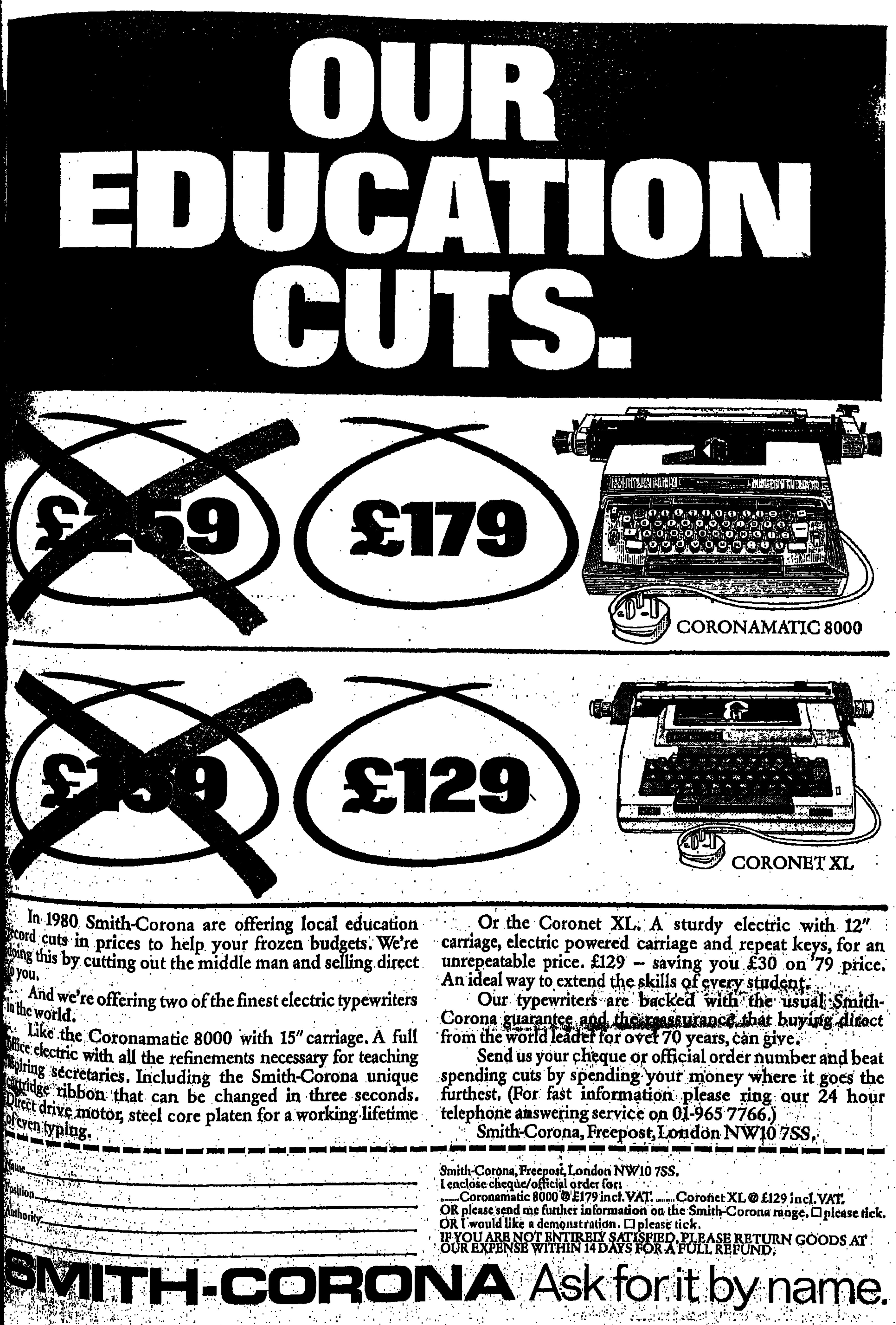
Sport is an ideal vehicle paganda. Even if the West that politics should not Soviet Union and Eastern tries have no intention of ing the political advantages be accrued from the sporting participation national competition. Olym letes must realize that in the Moscow Olympics stepping into the politica The Russians, and probably world, will see any particip the seal of approval on state, a state which suppress dents and invades a neighbo country.

The frail ideal that wa Olympic movement is crac too many places. Friendly between atheletes does no to the Soviet athletes, who kept away from other co

For the Russians, the ide amateur athlete who pur chosen sporting activity ing is a foolish anachroni wish to drive their athle limits of their endurance. really ignore their flag regard of the intentions Olympic ideal, and feel Olympic Games is solely contest? With so much pride involved in the Olympic Games, there can doubt that a boycott wo Perhaps for the sake of th of sport this is the moment firm?

Anne Howarth is a lectu sical education, Unive mingham.

* The Soviet Road *Routledge and Kegan paperback £3.50).*



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Spain

Violence prompts call for action against extremists

by James Connell

BILBAO

The Spanish Government is being urged to take strong measures against extremist factions infiltrating universities following violent student protests in Madrid last week.

Many people were injured and 22 arrests were made following a street demonstration against a proposed Bill to give universities more autonomy (*TES*, February 8). The organizers have been fined three million pesetas (£21,000).

Heavy-handed police tactics appeared to be responsible for most of the injuries but recent student street protests have almost invariably ended in running battles with riot police.

Last week Madrid science student Yolanda Gonzalez was murdered by militants of the neo-Fascist party *Fuerza Nueva*. Of the two men arrested one was a fellow student of the same faculty who suspected the murdered girl of being a member of ETA, the Marxist Basque separatist group. A few days later another youth was murdered in Madrid, also by members of the Fuerza Nueva.

These incidents have in turn provoked a further cycle of demonstrations.

Over the past two years the universities, whose walls are totally defaced with rival slogans, have become a hotbed of political unrest. Competing groups of Marxists, Fascists and anarchists spray faculty buildings, and distribute their propaganda. Student assemblies, strikes and sit-ins continuously interrupt the continuity of the classes.

Even the élite private University of Navarre was forced to close its doors for two days to avoid student demonstrations for the first time in its history.

A constant complaint among students is the apparent impunity with which neo-Fascist groups are allowed to operate within the universities. Except in emergencies the campuses are not policed and the dimly lit grounds of Madrid University have recently been the scene of several crimes.

Australia

National unity will be rebuilt, incoming student leader says

by Bill Purvis

SYDNEY

Student unity, badly fragmented over the past year, now shows signs of being restored, according to the new president of the Australian Union of Students.

Mark Burford, the union's president, said representatives from Sydney and Macquarie universities, which broke away from the AUS last year, had already expressed their readiness to cooperate in rebuilding the AUS.

Several universities broke away from the union during the past 18 months, claiming that it was under the control of left-wing extremists, that its procedures were undemocratic and that it was wasting students' money on political campaign unconnected with student matters.

Mr Burford describes himself as a representative of the "broad left", which ranges from the Communist Party to the centre of the Australian Labour Party.

The AUS used to represent some 250,000 students and colleges throughout Australia. But the breakaway movement has seen several campuses on the east coast defect, taking some 50,000 students out of the AUS at a time when its finances have been sorely strained. However Mr Burford says he is optimistic that several campuses will rejoin in 1980.

The AUS plans to campaign against the Federal Government's education policies in the coming year.

"Education for the past five years has been an area sadly neglected in the Government's funding priorities and we are severely worried about the Government's intentions in 1980", Mr Burford said.

"Going on the record of the past five years it seems that education funds may well be cut even further. Fees were reintroduced this year for overseas students in Australia."

Tertiary fees were abolished by the Labour Government in 1973. Mr Burford says this will be one of the issues the AUS will publicize in its campaign against the Federal Government, which faces a general election this year.

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Flashback to 1976: pupil grievances led to 700 deaths.

South Africa

Complaints body defuses Soweto ang

New schools bring compulsory education nearer. By John Kane-Berman

JOHANNESBURG

The influence of militant students in Soweto, Johannesburg's satellite black city, seems to be on the wane. Most pupils have ignored calls for a boycott of classes, and the 1980 academic year has begun quietly. The education authorities in the vast black township helped to nip the planned boycott in the bud by showing some of the militants' complaints to be groundless and setting up a six-man committee to investigate others.

One of the chief complaints was that white military draftees—"gun-toting soldiers"—were teaching in Soweto. This idea had indeed been mooted in official circles the previous year, but the Department of Education and Training, the department responsible for black education, said that there were no soldiers teaching in Soweto. Newspaper investigations showed this statement to be correct, though the Department admitted that a few soldiers were being used to reduce the teacher shortage in a black township some miles away.

Another of the complaints—which were voiced at a meeting of 2,000 parents, pupils and university students in Soweto's popular Regina Mundi church early in February—was the high cost of school uniforms. This has been a source of friction for years, allegations sometimes being made that school principals receive a rake-off from outfitters to whom they send their pupils to buy uniforms.

The six-man committee will now look into ways of reducing the costs of uniforms.

The appointment of the committee, at the instance of Mr Jaap Strydom, Director of Education in Soweto, contrasts strongly with the authorities' attitude in 1976, when frustration and anger among schoolchildren led to the outbreak of the violence in June of that year which culminated in more than 700 deaths in Soweto and other black communities.

One of the most important aspects of educational development in Soweto in the past few years has been the emphasis on secondary schooling. The number of pupils in senior schools this year is 43,000, more than three times the 1972 figure of 12,700. Black children appear to be staying in school longer, so reducing the high drop-out rate which has been one of the most notorious features of South Africa's black education system.

In an interview with the *TES*, Mr Strydom said that five new secondary schools had been opened in Soweto this year, bringing the number of secondaries up to 51 more are on the drawing Mr Strydom said he was exp the shortage of classrooms township to be eliminated the next two or three years. enough facilities exist, the Go ment will be able to introduce pulsory education for black has had the power to do this January 1 this year, when education and training Act into effect. Compulsion is introduced region by r depending on the sufficien classrooms and teachers and cooperation of parents.

Shortage of adequately t teachers is still a critical p Official figures show that the toria / Witwatersrand / Vere area—the industrial hub of country, into which Soweto has nearly 9,000 black teachers but a few have had some training, but more than 82 p are inadequately qualified cally. Only 2.4 per cent are for university degrees.

When the Government its budget to Parliament ne it is expected to be under Opposition pressure to use from South Africa's recent windfall to step up spendin black education, especially training and salaries.

France

Minister ignores wide support for Baccalauréat reform

by Jane Jessell

PARIS

French public opinion recognizes the *Baccalauréat*, the post-secondary examination, as "fairly or very useful" for success in professional life. But it overwhelmingly supports reform of the system which leads to the qualification. These were findings in a recently published opinion poll commissioned by the Education Minister, M. Christian Beullac. However, the Minister has made it clear that no reform of the "Bac" will take place for the time being.

The *Baccalauréat*, which has its roots in a decree of Napoleon dating from 1808, is an educational hurdle, roughly equivalent to A level, which confronts nearly 350,000 18-year olds each year. Last year about 63 per cent passed—about a third of the total age group. The system works on a complex variety of options from which students choose one of about 30 different types of *Baccalauréat*.

Three quarters of the sample of 1,000 adults thought that continuous assessment of pupils in their last three years of secondary schooling would be preferable to the present final examination. Sixty per cent thought the qualification useful for finding a good job. Eighty-four per cent believed it necessary for entry into higher education, but thought that it had no value in itself.

An experiment in continuous assessment started in 13 technical colleges in 1972 and has now spread to 28 establishments for students preparing for their *Certificats d'Aptitude Professionnelle* and *Brevet d'Enseignement Professionnel* (BEP), both technical qualifications. Monitors of the experiment claim "very satisfactory results", with fewer drop-outs than from traditional technical courses, and a higher success rate without falling standards.

But would it work for the *Baccalauréat*, which is designed to accept so few? Supporters of continuous assessment, such as Henri Lefebvre, president of the Union Nationale des Associations de Parents d'Elèves de l'enseignement Libre, believe it is precisely because only a small proportion succeeds that change is needed. The other pupils are recycled into other forms of education without their potential being realized. A "guillotine exam" which cut off so many young people did not offer real guarantees for opening up professional life or the pursuit of higher education.

However, the traditional "Bac" has its supporters too—though according to one of them, Guy Bayet, president of the Societe des Agreges, the two-sitting *Baccalauréat*, proposed by Rene Haby but rejected by M. Beullac (*TES*, December 14, 1979), should have been introduced. He believes that continuous assessment would lead to general laxness, and that while pupils would be assessed by their own teachers, it would be a subjective, not objective system. It would be vulnerable to parent and pupil pressures. A teacher using the system would not have to cover the whole curriculum, as he did for final examinations. While continuous assessment kept pupils in a protected environment, the tests pupils were called upon to perform under the present system examined intellectual qualities, character and common sense.

In spite of sounding out public opinion on the examination, the minister has said he will not be "touching the Bac for the moment". Although 74 per cent preferred continuous assessment, he said, it was necessary to approach such questions with care and realism.

Italy

Protesters boycot 'undemocratic' council elections

by Dalbert Hallenstein

Many of Italy's nearly two half million secondary pupil not vote in elections to tomorrow to appoint class representatives. Left-wing st organizations have decided to cott the elections in protest the failure of the Edu Minister, Signor Salvatore Va to reform the country's school cil system before tomorrow's

The system came under pupil criticism last autumn. P ters claimed that the created by a 1974 reform, had to decentralize and democ the school system as was intend

Following these protest Education Minister said he partially reform the school cils by this February. He agreed to postpone the electi pupil representatives to the councils until February, alth he insisted that the electio teachers and parents to the system should go ahead as pl in November 1979.

But the promised reform ha yet been debated or even prop Signor Valitutti, using the that Parliamentary activity is is now virtually paralysed, ha called an international confe in Rome in the autumn.

But only one of the 60 representatives invited turned The conference was an attem mask Signor Valitutti's inten not honouring his November taking to reform the council pupils said. They pointed ou despite the elaborate organi the conference, the Ed Minister had failed to prese concrete ideas on the pro reform.

nited States

School junk foods will have to pass he five per cent goodness test

y Clive Cookson

WASHINGTON

typical American secondary is sprinkled with vending ines, dispensing all sorts of cks, ice creams, candy bars, fizzy drinks. For years ritionists have been pressing the Government to restrict sale of this junk food, as they l it, and finally this month the ted States Department of Agriculture, which is responsible for nutrition and school meals, d regulations to do so.

However the Community Nutrition itute, a non-profit research and ing organization, immediately ed with various consumer groups challenge the regulations, which believe to be "extraordinarily k, riddled with loopholes and sistent with the intent of Congress". They have filed a lawsuit in United States District Court in hington DC, alleging that legislation passed by Congress in 1977 uired the Agriculture Department to take much stronger action inst "foods that do not make a itive nutritional contribution to dren's diets and dietary habits". The controversial regulations, ch will take effect on July 1 less the court challenge succeeds, ly to the 94,000 schools, public private, that serve federally sidized lunches—more than 90 cent of all elementary and ondary schools in the United tes. They forbid the sale anywhere on school premises of what Agriculture Department calls ods of minimum nutritional ue", until after lunch.

The regulations define this as containing less than 5 per cent the Government's recommended ily allowance of eight essential nutrients (vitamin A, ascorbic acid, niacin, riboflavin, thiamin, calcium and iron) per portion. Chewing gum, water ices, most fizzy drinks (including Coke and Pepsi), and many sweets would be ruled out, but other items often regarded as junk food, including chocolate bars, would escape the ban because they do contain more than 5 per cent of one or more nutrients on the list.

The Community Nutrition Institute and its supporters want the regulations to forbid the sale of all sweets. They believe that, rather than limiting its analysis to the eight nutrients, the Agriculture Department should have considered the food's calorific content and sugar, fat, salt and saccharine levels. Ellen Haas, director of the institute's consumer division, complained that manufacturers would be able to get round the regulations by artificially fortifying junk products with nutrients.

Defending the regulations, an Agriculture Department official said they were just a first step. They could be made more restrictive later. However, as they stand, they should accelerate a trend, which has already begun, for schools to replace junk food vending machines with ones selling healthier products such as fruit, nuts and natural fruit juices.

The official said the federal regulations should be regarded merely as "minimum guidelines". The Agriculture Department is actively encouraging states and school districts to impose much tighter controls on the sale of snacks, and some had already done so.

Congress decided to impose federal controls over junk food, rather than leave the field to states and local districts, so as to protect the $3,000bn a year spent by the Department of Agriculture on school lunches. Taxpayers "have a right to expect these to work well and to contribute to their children's well-being. When these low-nutrient foods are available before lunch is served, they compete with the lunch programme food for a child's appetite", said Assistant Agriculture Secretary, Carol Foreman.

The school lunch programme, which dates back to 1946, subsidizes the meals of all children in participating schools. The basic subsidy depends on local food and labour costs but averages 33 cents per lunch. About half of the subsidy comes in cash and half in the form of food (flour, dairy products, vegetables, meat, etc.) bought by the Agriculture Department and donated to schools (the latter element was originally devised as a means of disposing of seasonal farm surpluses).

Poorer pupils get additional subsidies, based on school-administered means tests of their families. Eligibility limits depend on family size, but a child from a family of four earning less than $9,000 a year would receive a free lunch, and if the child's annual family income is between $9,000 and $14,000 he or she would pay only 10 or 20 cents for lunch. An Agriculture Department spokesman said that of the 25 million school lunches served daily, 37 per cent are completely free.

Normally pupils pay for school lunches with meal tickets which they buy for a week or two in advance. Some schools also allow children to pay in cash for each meal, although this practice is discouraged by the Government because it can show up the poor pupils who get free lunches.

panese girl pupils fight shy of ambition and career planning. By Hilary Macaskill

Opportunities pen up ut tradition revails

is year several Japanese institu s of higher education will open ir doors to girl students for the time—33 years after men and were declared equal by law. The Maritime Safety Academy in shima and the Meterological e of Chiba are among those last year allowed women to for places.

fact, 33 per cent of girls go higher education, though a proportion of these go to colleges which often serve le more than girls' finishing ols. Eighty eight per cent of students are women and studies biased towards the traditionally ones—27 per cent study stic arts, 24 per cent education dergarten teacher training) and er cent the humanities.

In Japan women are not ted to work once they marry certainly not if they have child but it is perhaps not surprising d career motivation and aca ambition low among girl

recently visited Tachibana Joshi , a girls' high school in Yoko . Its 580 pupils are housed modern rather functional ing set in its own grounds. the school takes pride in range of activities - it can badminton, basketball, clubs out-of-school activities, music, and school trips.

is a private school. Such itutions, partly subsidized by the ernment, absorb a significant ortion of pupils—up to 30 per in upper secondary schools— state schools are, on the acknowledged to be of a academic standard.

for some parents it is that freedom from the competition and pressures of state schools that makes them opt to send their children to private schools. In Japan competition is a way of life—it is not unknown for three-year-olds to have tutors in order to pass the exam for kindergarten.

Pupil at Tachibana Joshi Koko: worried about the meaning of life.

I visited the upper secondary school, with pupils from 15 to 18. Compulsory education starts at six and continues for nine years, but few pupils leave at 15. An almost incredible 93.5 per cent of pupils go on to upper secondary school and 39 per cent continue into higher education.

These high figures are understandable in the context of a rigidly hierarchical society where a university degree is regarded as the only passport to success. No firm of any size recruits non-graduates, and education determines the role of an individual in society to a far greater extent than in other developed countries.

The classroom to which I was led, wearing the slippers provided from the slipper rack by the school entrance, was much like classrooms everywhere, although there was a surprising abundance of Tom and Jerry notebooks, Snoopy carrier bags and pencil boxes inscribed with English words (considered very chic).

The pupils in their final year were doing dissertations on such subjects as the Second World War. One girl, doing a thesis connecting Japan and Britain as island countries, asked me, to what did I attribute British expansionism?

Only two of the 35 girls intended to go on to further education. One wanted to become a kindergarten teacher and was going to junior college. The other drew gasps and then giggles when she said she wished to study philosophy at university. Her reason was that she was very interested in Rousseau and wished to find out more of the meaning of life and to gain a deeper insight into the human condition. She wished eventually to be an editor or journalist and she wanted to be free.

Later, it emerged that another pupil wanted to go to art school. She too wanted to find out more about the meaning of life and hoped to do so through art. (The meaning of life seems to figure large with Japanese schoolchildren: the set text for that lesson was a letter from a teacher to a student, also discussing the meaning of life.)

University entrance exams are the last in a series of stringent exams which punctuate school life. Last year the Government introduced a "first stage standardized achievement exam" in order to mitigate the intense competition for places, but the result is that university aspirants now have to take two exams. (Once there, however, students can—and do—relax. There are no more exams.)

Competition is so fierce at school that children often spend up to four hours an evening at a *juku* or crammer. However, new teaching guidelines are to take effect this year: school hours are to be shorter, course content for elementary and lower secondary schools is to be lowered by between 20 and 30 per cent and the number of compulsory subjects in upper secondary school to be curtailed.

It remains to be seen whether this will have the desired effect for reducing pressure on pupils and whether the high suicide rate for children will be reduced.

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NATIONAL TRAVEL

Too tough for CEOs, too tough for us

Sir,—I read former chief education officer George Cooke's article "Too Tough at the Top" with sympathy. Almost everything he says is also applicable at the level of a head's problems and responsibilities and has been increasingly so since the reorganization campaign began to roll after 10/65 and 10/66. He speaks of CEOs, under changing and conflicting pressures—political, economic, social—which bring perpetual confusion, change, compromise, living in a continuous state of anxiety. That passes down the line from the staff officers to the captains in the field, and on to their colleagues. We all feel perpetually embattled.

This must affect our morale if we feel our remuneration has over many years not only deteriorated comparatively in the total social scale, and especially in relation both (for heads) to those who carry managerial responsibility elsewhere, and (for them and assistant staff) to workers who did not need to invest many early years in unpaid education and training, or carry no direct responsibility for human lives.

It must affect us, too, if we feel that in those forms that are measurable (numbers staying-on, public exam results, higher education entry), in forms that are less easily quantifiable (increased involvement in careers guidance, teacher assessment, curriculor development) and in other vital respects (extra-curricular activity, for which usually there is no pay at all, or even expenses): that in every one of these respects our productivity has increased in inverse ratio to the decline in both our standard of living and—because of the constant pressures of change—our real security.

And this perpetual hassle affects us too—perhaps worst the heads, who inevitably feel responsible personally (and take the rap publicly and legally) for the nature of their schools. Having headmastered four major reorganizations in 14 years I feel like a Cromwellian cavalryman who has had three horses shot under him, with his fourth under constant fire.

I do not see simple answers. But I do know the situation is too serious throughout the education service for you to devote a whole page to the almost intolerable pressures on CEOs and not afford more modest space to a *cri de coeur* for the rest of us.

I can however suggest a package of palliatives. The removal of building and re-equipment costs for government required or approved reorganization/change of function/expansion mainly or entirely from local to central government funding: relevant re-staffing to be government subsidized. The removal of teachers' pay to central government; their instatement on pay and pensioning as Civil Servants would at once improve teaching status and remuneration and solve a great deal of local financial problems, besides making the work of Clegg and Co. and their successors far easier.

Optional full retirement from 55 would save health, possibly lives, and probably efficiency (with at least partial option from 50), besides unblocking the present promotion jam. Prohibition of membership of more than one governing body (councillors possibly excepted) plus insistence on at least two current parent governors would assist proper representation and defence of each school's interests.

The creation of a teaching council by confederation of the teaching unions could do much to improve both conditions of service and quality of teaching, and give us a more united bargaining power. Renewable contracts, and the acceptance of assessment accountability procedures, would improve the standing of teachers, schools, the education service generally—and be more acceptable if instituted in the context of such comprehensive reforms.

Like Mr Cooke I would not want to see "education taken out of local government altogether". I value local ties, relationships, mutual regards and responsibilities; and the—to me—essential link of education with community. But I too would be betraying all I *am* working for if I didn't take up and re-shake Mr Cooke's "warning bell". There are friends of mine, like Mr Cooke's, I'd not want to hear it tolling for. And if I don't ring it, I may not be around to hear it: but I'd rather stay active, healthy — and happy in my work. It's damned difficult now.

And when, as certainly is the case in the sixth form college field, we are trying to service one of the few really expanding areas of education at a time of contracting provisions (I suppose nursery education is in a similar state), both horse and rider are likely to be so crippled in their fight for survival as to make it painfully difficult to keep going (for horse's legs, read resources; for rider's heart, read shot in the back—no doubt by badly aimed covering fire from the council chamber). But then, as Mr Cooke says of CEOs, if you care too much you can be deeply hurt. It hurts in the line just as much as at HQ old chap.

DAVID HENSCHEL,
Principal,
King James's College of Henley,
Henley-on-Thames.

Banned words

Sir,—I know that the economic pressure of the time is bound to stretch the imagination of politicians and bureaucrats in their efforts to sound informed about their reasons for destroying the public services. But surely we do not have to go along with the murder of the English language as part of the arrangement for the closure of Great Britain. Will TES readers join my campaign to ban the following from the pages of all literary and educational journals:—

Capping the pool.
Interfacing with industry.
Core and other modules.
BEC objectives and aims.

For those readers who are not aware of the jargon, the translations are:

Stopping capital expenditure.
Discussion with business.
Academic subjects.
Foolish things.

JIM DALY,
Senior Lecturer,
North East London Polytechnic.

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Italian taught

Sir,—From the two modern languages "Extras" published recently (November 16 and February 8), some readers may have gained the impression that Italian is absent from secondary, further and higher education programmes of language learning and teaching in Great Britain. A word of correction is necessary.

Officially published statistics relating to public examinations represent only the tip of the iceberg as far as Italian is concerned. On the one hand, such figures reflect only the small number of learners who reach the level of linguistic competence prescribed by examination syllabuses and who indeed wish to be examined.

On the other hand, they ignore the large number of learners for whom a predominantly written examination in Italian is inappropriate in terms either of levels or of objectives. The options systems that operate in secondary education also play their part in understanding the case for Italian. For these and other reasons, Italian continues to be dubbed a minority language.

The membership of the Association of Teachers of Italian (ATI) certainly indicates that Italian is taught at all levels covering a wide range of objectives. And there are probably as many teachers of Italian who are not members of that association as there are members . . .

The absence of coverage for Italian from these reports should therefore not be assumed to represent that Italian occupies an insignificant place in language learning and teaching in this country. Teachers and learners of Italian are familiar with the arguments. Others may not be. The points will be made in the publication later this year of papers from the Colloquium "Italian in Schools" organized by the Department of Education and Science, the Association of Teachers of Italian and the Society for Italian Studies (York, July 1979).

T. D. BALDWIN,
ATI Chairman,
10 Bankside,
Headington Quarry,
Oxford.

Ever thought of going independent, boss ?

Timetabled lunches

Sir,—Philip Venning's article "For Love or Money?" (February 8) ended with a simple solution to the problem of lunchtime supervision. I have no doubt that Mr. Wilkinson, the head of the rural comprehensive, is delighted with the administrative convenience of the timetabled lunch hour. However, I should warn staff of the pitfalls of accepting an early end to the school day. The staff association at my school in a London borough endured this system for sufficiently long to gauge its effects:

No meetings could be held at lunchtime and inter-staff communications worsened;
Stress on staff significantly increased leading to a rise in absences;
A staffroom emptied of worn-out teachers by 3.30 pm;
A serious decline in ext activities, especially of practices;
Many pupils were unable to con centrate during the lu owing to hunger (some had lunch at 1.20 pm) noise from the playground;
A general reduction in the of teaching and learning the lunch hour and in the noons.

Eventually the staff asso with almost total staff supp suaded the head to return previous system. Many staff teered for duties in return ding themselves of the tim lunch hour, and none of th dicted dire consequences tra

A. D. MILLER,
26 Ealing Park Gardens,
Ealing, London.

Ethnic pecking order

Sir,—Mr Stein's letter (February 8) confuses nurture and nature. Whatever the apparent similarities with Professor Eysenck, my work has nothing to do with the theory of genetics and intelligence which hypothesized the inferiority of the "Negro race".

Rather I am concerned as an anthropologist with the social and cultural processes observable in a variety of human groups. The distinctive differentials in achievement which I have identified in relation to West Indian and English boys and girls in five secondary schools is a case in point.

It is interesting to speculate on how the genetic theorists migh terpret the school data I hav earthed. It would imply that forces move in opposite direc in different ethnic population that in one the girls achieve than boys while in another th verse is the case (with possibility that the whole p order is changed for both th sets with the onset of adolesce Clearly it is much more cogen account for these divergent lopments in terms of socializ rather than birth.

G. DRIVER,
Research fellow,
Leeds University.

IQ rises in the East

Sir,—If we must discuss the genetic distribution of intelligence (Clive Cookson on Jensen's new book, February 1) then I must point out that American children of Asian and Oriental origins score consistently higher than their white counterparts in IQ tests, a fact little aired in Britain.

I wonder what is gained by this knowledge. What are its consequences? How will it be used? Intelligence on its own does not guarantee achievement. There is the small matter of motivation, the absence of which is probab most serious problem in today. Could motivation be genetically inherited, o purely a social and cultural

And if only intelligence c equated with goodness, w all draw comfort from the ledge that when the Chines number us all, we can put o in their superior "intellige

MALATHY SITARAM,
13 Merlin Way,
Swindon, Wilts.

A warning for ILEA from Wandsworth

Sir,—In "Comment" (February 1) you discuss the possible break-up of the ILEA as proposed by the Conservative Party policy group "Sherlock".

I hope that any consideration of these proposals will be in the light of an objective review of inner London's education service, and in consultation with parents and teachers within inner London.

These hopes will be dashed, however, if the Government proceeds in a manner similar to that of the Conservative-controlled Wandsworth Borough Council, the originators of the move to dismantle the ILEA. A review of how that council proceeded may be instructive for your readers, particularly those living in inner London.

In July 1979, the leader of the council wrote to the Secretary of State requesting the transfer of education powers to Wandsworth, following a brief council debate which was unsupported by documentation identifying reasons, costs or processes. Councillors themselves had some six days notice of the simple resolution placed on the council agenda. No consultation was initiated by the council before or after this resolution, parents and teachers first learning of it in the press. No reference had been made to the issue in the manifesto for the council elections in 1978.

In the absence of information from the council as to its reasoning, parent-teacher associations organized meetings throughout the borough to discuss the issue with councillors of both major parties, though the leader of Wandsworth council has claimed credit for this "great debate". These meetings have, without exception, found no merit in the council's proposals, and parents and teachers of all political persuasions have deplored the council's lack of consultation and communication. They have expressed concern about the additional costs of the administration of the proposals at a time of financial pressure on the education service, the possible reduction in educational services and, perhaps above all, the need for consolidation in schools after a period of secondary reorganization.

Wandsworth council's response to these actions has been to re-affirm, at a special December council meeting called by the minority party, its wish to become an independent authority.

Since then, the council has made an issue of standards and results in Wandsworth implying that the examination results of one or two carefully selected schools are representative of the borough's schools' performance overall, choosing to ignore the fact that most Wandsworth schools have had fully comprehensive intakes only since 1977.

Significantly, the results of a comprehensive school formed by the amalgamation of two grammar schools have not been publicized by the council. In adversely comparing ILEA children's performance with those of the outer boroughs, the council has chosen not to recognize the major social and economic differences between the two groups compared. Parents and teachers in the borough have, it seems, drawn their own conclusions as to the fitness to control the education service of those who argue in such a manner.

A more popular and constructive proposition would be to recommend a review of the structure and composition of the ILEA. Very few of those now defending the ILEA would pretend that, as an *administrative* organization, it lacks faults. Instead of proposing such a review and in spite of the fact that 116 representations have (January 23) been made to Mr Carlisle (112 against, 3 in favour—2 from council and one from its leader), the council is belatedly consulting the borough on this complex issue by asking whether residents "agree" or "disagree" with the following question in the council's newspaper *Insight*, as one of nine questions on its Draft Borough Plan:

"The council's view is that the administration of education in Wandsworth is too remote, bureaucratic and secret, and that there is rising dissatisfaction with standards despite extra spending. Its aim is to bring education in the borough under local control, giving Wandsworth parents a much greater say in how their children's schools are run and the opportunity to influence education policies, at the same time enabling teaching and school standards to be improved.

"Do you agree or disagree, with this policy?"

DR L. MASSEY,
Parent Governor and Chairman,
Honeywell School, London SW11.

Heads against the break-up

Sir,—It is the conviction of the heads of London's comprehensive schools that the threat posed by the proposals of certain London boroughs to withdraw from ILEA should be resisted most strenuously in the interests of London's future citizens.

In our view the fragmenting of the authority could only result in a damaging decrease in the level of provision and support for the work of the schools and a lowering of academic standards and morale among its teaching staffs.

We believe—as do many educationists who perhaps will speak up in our support—that the Inner London Education Authority has made a uniquely valuable contribution to education and to educational thought in Britain over the past three decades. This it has been able to do by virtue of its size, which has allowed it to attract teachers, heads and administrators of proven capability. Though size is held by some to work against close personal relationships, this has never been so within the London service. The result has been a closely unified organisation that has worked extraordinarily well for the benefit of London's children.

The authority's concern for its parents and children is demonstrated by its professionalism in dealing with the enormous problems caused by falling rolls and urban deprivation and by its willingness to work closely, not only with the schools and their staffs, but with all agencies and organizations entrusted with the responsibility of constantly improving academic standards and providing the best available for the children we serve.

We believe that this provision can only be made by ILEA in its present form wisely administering its dwindling resources with the experience gained over many years. The stress which the authority has always placed on excellent central support for schools, its care and concern for teaching staff and the emphasis it places on the commitment to high standards of achievement and care for all its students.

It is quite impossible in a short letter to detail the scope of expertise that the Authority offers but suffice it to say that any threat offered to an Authority that has amply demonstrated its concern for all who work and live in London could only result in a decline in the schools and a reduction of educational opportunities for the children of London.

CHARLES STUART-JERVIS,
Secretary,
Conference of Comprehensive Heads,
ILEA

Compare not

Sir,—The article (February 8) on ILEA results began with a comparison between A levels achieved in schools maintained by the ILEA and "the national average". The latter includes independent schools as well as maintained ones. I suppose it would be possible to devise a more inappropriate comparison but, for the moment, I cannot think of one.

PETER NEWSAM,
Education Officer, ILEA.

**Philip Venning writes*: Mr Newsam's laconic indignation seems immoderate. The comparison he complains of showed the ILEA's 10 per cent in relation to a national 16 per cent—which includes independent schools. If the independent schools are removed, the national figure is reduced to just under 13 per cent. (Because of the way the statistics are collected only a crude approximation is possible.)

Clegg's way

Sir,—I was once told a story about an old gypsy woman standing undecidedly at crossroads. She threw a stick in the air and it landed pointing to the north; she picked up the stick, threw it again into the air and this time it landed pointing south. A third time she tossed the stick in the air—this time it landed pointing west and she began to walk in that direction. An interested bystander asked her why, if she were using the stick to decide which way to go, she had not walked north or south. She replied: "I did not want to go in that direction."

I see from the *TES* that the Clegg Commission has selected another series of jobs in its comparability study on teachers' pay!

ADRIAN DAVIES,
2 Blake Avenue,
Merrivale,
Ross-on-Wye.

In search of lost time off

Sir,—In the likely economic climate of the next 10 years very few teachers will have the chance of securing secondment or study leave. This is a depressing prospect when diminishing opportunities for development within schools make it even more important to seek periods of refreshment and stimulus outside.

I understand that in some areas of Canada teachers may elect to spread four years' salary over five years and so take one off. With present levels of remuneration, such a timescale would be unrealistic in this country but for many teachers seven years' salary spread over eight might be feasible.

The opportunity to spend one year in eight (or its equivalent) out of school would make an impression on the growing problem of stagnation within the profession. It would also allow many of those who are qualified but unemployed to teach and for a teacher facing the future prospect of redundancy it would create an opportunity for retraining or gaining experience in other areas of employment.

Why don't we try it?

GEORGE WALKER,
Headmaster,
The Heathcote School,
Stevenage, Herts.

Right book for starters

Sir,—Shirley Paice, in her article entitled "Teaching Children not to Read" (Talkback, February 1), is very negative, and in my experience unfair, towards *Macdonald Starters*. Every children's librarian to whom I have spoken, including a group of school librarians in Vancouver, speaks highly of them as resource books; "the children go straight to the *Starters* shelf" was the Canadian comment.

The *Starters* I am currently using in First (4½-8) schools, to considerable effect, are essentially practical books. Ms Paice may like to consider that her "idyllic quiet corner" is just not the place for exciting books showing—and telling—you how to make torch bulbs light up. But in the practical area the children with batteries and bulbs in their hands are ready to read every word, and they learn from doing what the book has helped them to do.

DOROTHY DIAMOND,
1 King Edward Gardens,
London, W3.

Shakespeare as poet

Sir,—"Human language can repeat only an infinitesimal part of what exists" wrote Mary Baker Eddy, the discoverer of Christian Science, but if anything expresses the vitality and vigour, the joy and sorrow, of human life, it is surely Shakespeare's drama.

I enjoyed reading Janet Suzman's article on Shakespeare (February 8), and can only add that as a sixth-former my appreciation of Shakespeare was greatly enhanced by two events: a school trip to see a superb RSC production of *Much Ado* at Stratford, and participation in a school production of *A Midsummer Night's Dream*. However, while recognizing Shakespeare as an actor and man of the theatre, one should not neglect his status as a poet and writer, which is surely the basis of his great dramatic and creative gift.

ALISTAIR BUDD,
91 Royal Park Avenue,
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Geography From 14-19: The contributions of three Schools Council Projects

What: A one day conference organised by the Geographical Association Working Group on New Techniques and Methods in Geography.
When: 19th March, 1980, 10.15 a.m.-4.15 p.m.
Where: At the School of Geography, University of Oxford and St. Edmund Hall in Oxford.
Why: To illustrate how the work of the three Projects (G.Y.S.L. Avery Hill 14-16, Bristol 14-18 and Geography 16-19) relate in approaches to geography and classroom method.
Details: From Eleanor Rawling care of Geography 16-19 Project, University of London Institute of Education, Bedford Way, London WC1H OAL.

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People

Susan Price, an ex-pupil of Tividale Comprehensive School, Warley in the West Midlands, has received an Arts Council fellowship in creative writing at the North Riding College of Education, Scarborough for 1980. She writes children's fiction, wrote her first book at 16 and has had three more books published.

Mr Andrew Collier has been promoted to chief education officer of Lancashire after serving as deputy for two years. He was a master at Winchester College for six years before joining Hampshire as prnicipal administratve officer. Mr Conrad Rainbow retired as CEO for Lancashire in December.

Mr John Earnshaw, 44, a principal education officer with Essex, has been appointed the new deputy CEO. He is a former geography teacher and a fellow of the Geological Society.

Mr Wilf Gardner is the new head of mechanical engineering at Bolton Institute of Technology—a department which specializes in training car engineers. Mr Gardner, once an enthusiastic club racing driver, was a chief development engineer in industry.

Mr Charles Martin, will become headmaster of King Edward VI Camp Hill School for Boys, Birmingham, in April.

Mr Roger Hiskey, a former Kent teacher turned estate agent, has resigned as Tory GLC and ILEA member for Lewisham West. Mr Hiskey who sat on the ILEA's development sub-committee surprised even his own Tory group which is not expected to win the by-election next month.

Mr Donald Stradling, personnel director of John Laing Ltd, has been appointed to sit on the Manpower Services Commission part-time for three years. He will receive £355 a year plus £35.50 for each day's work.

The Rev Edward Cattermole, minister of the United Reform Church, has been appointed director of the National Council for Voluntary Youth Services based in Bedford Square, London. He is a psychology graduate, a qualified youth leader and has been a part-time lecturer in youth and community studies at Newcastle Polytechnic.

Mrs Joyce Hargrave-White, former deputy-head of Town Farm County Middle School, Stanwell, Middlesex, has been appointed head of Church Farm County Middle School, West Molesey.

Mr John Rees, head of economics at Harrow School, will be the new headmaster of Blundell's School, Tiverton, from September, 1980.

Mr Roger Bothwell, recently retired headmaster of the Tideway School, Newhaven, is the first winner of the East Sussex county council's Award for Europe, for promoting understanding and friendship in the Common Market. He pioneered term-time exchanges between third-year pupils and their teachers with counterparts in French and German schools.

Mr Gavin Ross, an architect and acting principal of Edinburgh College of Art since the death of Mr John Hunter, has been appointed principal.

Mr Brian Wicker will be the new principal of Fircroft College, Birmingham, when it re-opens in September after a five-year shutdown. Fircroft, a residential adult education college for working trade union activists, closed after students boycotted lectures by the former principal Mr Tony Corfield, alleging that his teaching methods were authoritarian.

Mr Rupert Bristow, 33, has been promoted to executive secretary of the United Kingdom Council for Overseas Student Affairs after serving as deputy. He takes over this month from Mr William Beale who retires after holding the post since the council was founded 12 years ago.

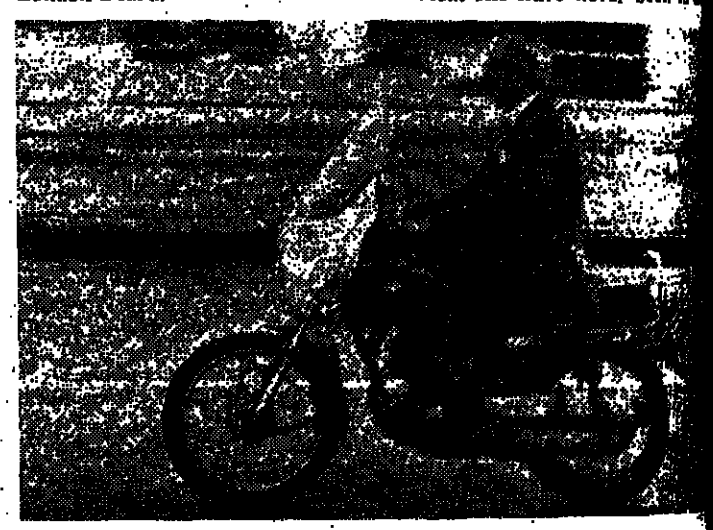
Mr James Platt, director of the Central Bureau for Educational Visits and Exchanges, has been awarded the French *Ordre National du Merite* for services to educational and cultural relations, and the Distinguished Service Award of the United States Sports Academy.

Mr James Loring is resigning as director of the Spastics Society at the end of March to devote himself to the work of the International Cerebral Palsy Society of which he is president. Mr Loring has been director of the society for 13 years.

Miss Alison Cavendish, present headmistress of Lady Margaret School, Parsons Green, London, has been appointed headmistress of Sutton High School from September.

Mr David Cleland has been appointed head of Fulneck Boys' School, Pudsey, run by the Moravian Church. He succeeds Mr J. Ackroyd, who retires after 20 years. Mr Cleland, a Methodist preacher, has served on the Assistant Masters' Association and is chief examiner in general studies at A level of the London Board.

Mr Charles Mungo, the first black headmaster wa suspended from his appointme a Catholic school because he w divorcee, has been made an e tional adviser by the Inner Lo Education Authority. The ernors of Cardinal Manning Catholic comprehensive school pended Mr Mungo last Sep just before he took up the after they discovered he divorced and remarried. He been on full pay ever since suspension has not been lifted Mungo has been offered a ILEA's advisory service wi salary and conditions protecte a statement last week the ernors acknowledged that i interview Mr Mungo acted in faith "and had no intention lead the governing body with to his marital status". His fications have never been in



Mr Fred Hill, 70, a former maths teacher, was recently released from Pentonville prison after serving his fourteenth sentence for failing to wear a crash helmet on his motorcycle. Mr Hill, a despatch rider during the war, says he will carry on breaking the law "until I can't get my leg over my bike". He was appointed maths master at Highbury Grove School, north London by the headmaster Dr Rhodes Boyson, now a government minister. "He was one of the skilled maths teachers that I ever met in my life. He's a for human liberty and I have respect for him", Dr Boyson In 1966 Fred Hill succ fought a libel action against him by Sir Ronald the general secretary of the N Union of Teachers and Dr S Barnes, secretary of the salaries and superannuation mittee.

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features

'Most people either start by believing the discussions are an elaborate charade, or are easily manipulated into believing it'

Alan Billings on the complexities of consultation over school closures

School closures are with us in a big way. L.e.a.s are preparing, mentally if not ctually, lists of schools whose future is estionable in the light of falling rolls. he issue of consultation has become a atter of considerable importance.

Unfortunately, this enormously comlex issue is often referred to by the ndits as if it were a simple matter. Of urse there must be consultation, every- agrees; and they immediately pass to consider other issues. But what conultation means is rarely gone into in the ail it requires.

From the point of view of the elected mber, however, the question of consultion is crucial. Much thought and time ve to be devoted to that question alone. may be worth raising a few of the oblems confronting the councillor, and ying to suggest some guidelines.

No one would deny that information out possible changes affecting a parular school should be given at the earli t possible moment to managers, parents, aff and the local community. This is undamental — though our initial experinces in Sheffield show how difficult this in practice. I will briefly mention three roblematic areas.

First, the mechanics of releasing proposals for discussion are not easy. Do we *bring them first* to the education committee so that managers, teachers and arents first read a version of them in he press, react with shock and claim hey are not being consulted?

Do we release a document to the hools and have the committee comlain? Do we release a document simuleously to the schools and committee, th the risk that the committee may ter crucial parts of the document? Just w do we inform all the parents if not rough the media? If we use the media, face the criticism, "The first we know when we read about it in the ers"?

Second, a discussion document is not ays treated as such by the interested rties. In Sheffield one discussion docuent we issued was immediately seen by me as a declaration of firm intent, and tion groups to fight particular possibilies were quickly organized, causing the uthority to react prematurely. A major roblem here is that there is no way of eing sure how the press will choose to port the issuing of a discussion paper. Enormous harm, which is then very ifficult to repair, can be done by misading headlines, which turn possible es of action into firm decisions. From he newspapers' point of view, "School Closure Shock" is far more interesting han "Discussion Document Issued". nd there will always be those with a olitical axe to grind, who may find it xpedient to turn consultation with the uthority into confrontation from the rst. The marginal ward is always with s.

These sorts of difficulties mean that, ith the best will in the world, it is not ways going to be possible for the l.e.a. o embark on a consultation process hich involves so many different groups people, without an atmosphere of suscion, resentment and mistrust being enerated by someone from the beging. This leads to the third and most cial difficulty facing l.e.a.s: to perade people that the consultations are uine.

Most people either start by believing e discussions are an elaborate charade, are easily manipulated into believing I have yet to attend the public meeting which no one has expressed the view t everything is a waste of time because is all cut and dried anyway.

After years of taking decisions without consulting people in this way, perhaps this is no more than we should expect. But politicians seriously underestimate the suspicions most people have about our genuineness and honesty in holding consultations.

We need to think carefully about how to help people realize their views will count for something. We will only begin to break down the walls of suspicion if we follow some basic principles.

First, of course, we have to be quite sure that we intend the consultations to be genuine. If we have already made up our mind, or half made up our mind, that will quickly communicate itself to those whom we meet; our answers to questions will be slanted, we shall not "hear" important points being made which could modify the way we look at the problem, and so on.

Second, all interested parties will need documentation, which sets out both the problem, the possible practical ways of dealing with it, and the consequences of opting for each one—including the option of doing nothing. It is my experience that once the initial shock and anger has worn off many parents, for example, are willing to sit down and consider carefully different sets of options.

If, however, the authority itself polarizes the issue by presenting only a simple recommendation to close, battle lines are drawn from the word go, and the debate is seen exclusively in terms of an l.e.a. hell bent on closure, and parents hell bent on fighting it. But once discussion becomes more fluid, ranging backwards and forwards across various alternatives, all sorts of fruitful suggestions and possibilities for compromise arise, as well as new understandings of people's anxieties.

In my own ward, what we had first seen as simple parental opposition to a possible school closure was transformed dramatically at one meeting when it suddenly emerged that what really worried most parents was, not so much the loss of some rather old school buildings, as the loss for their children of a very dedicated head and his lively staff.

Third, just as essential as the issuing of a discussion document is the publishing of a timetable, giving people an idea of the sort of meetings the authority plans to hold, and the date by which the authority hopes to make its decisions.

Fourth, we should make it clear to people just what sort of criteria would weigh with the l.e.a. in making its final decision. It is very unfair to people if they put a great deal of effort into making a certain sort of case, and have not been previously alerted that they need first to persuade the authority that such factors should have a place on the list of criteria at all.

In any case, part of the discussion ought to be about the priority to be attached to financial, economic, educational, social and other factors. It is wrong to think that the same order of priorities should operate in every case to be considered.

There is one final point which needs highlighting. In many ways this may be the key to it all; yet whether we get this right or not is much more hit and miss than any of the above.

If parents, teachers and other interested parties are to feel that consultations are genuine, if fruitful suggestions and new ways of looking at familiar problems are to arise, if we are to avoid every meeting polarizing into *us* against *them*, much will depend upon the way the various meetings are chaired and the issues are presented.

A skilled chairman will break the logjams and create an atmosphere of mutual trust. There are skills of chairing open meetings which are very different from chairing a council committee with a built-in majority. In an era of increasing consultation it is the former skills which councillors supremely need to have or develop. But they have not often been the skills required of elected members in the past.

Similarly, a great deal may hinge on the way an officer presents the issues: whether he has both the imagination to appreciate the anxieties which lie behind the questions, as well as the flexibility of mind to see possible new lines of approach to a familiar problem as the debate progresses.

As with everything else in education, however correct the principles and sound the theory, it is the human factors which finally make all the difference.

Alan Billings is chairman of the Sheffield schools sub-committee. The views expressed here are personal ones.

Family matters

Caroline Haydon visits a primary school in which parents and children are encouraged to learn alongside each other

● Tuesday afternoons are special afternoons in Wandle Primary School, South London. On that day mothers who turn up for art and craft sessions in school are allowed to take their children out of class and into lessons with them.

It's a step up the parental involvement ladder, an improvement on the tea-and-chat sessions characteristic of most primary school open afternoons—where they socialize. And it is an experiment being watched carefully by the people running it, the Inner London Education Authority's Family Workshop Unit.

The unit was set up in 1974 to foster the development of family workshops, defined as flexible, informal classes run by adult education institutes for parents (in practice usually mothers) with children.

These are not meant to be subject classes with creche attached — room as there no doubt is for expansion of that sort of facility. On the contrary, the idea is to keep the parent with the child, to stimulate and nurture relationships between the two as well as provide education for both.

Headmaster John Bourton has welcomed the workshop into his school. He wants to break down the barriers of non-communication he sees being set up between parent and child in his largely working class, multi-racial catchment area. Forty per cent of his families are one-parent families.

When the stress of daily life leaves little time for proper communication, he hopes the workshop will provide a calm, peaceable atmosphere where mother and child can sit down with common purpose. "Many have been really surprised at what their children can do", he says.

He welcomes the fact that it draws in parents who might never be seen on more formal parents' evening occasions. Asian mothers come to learn English; mothers from gypsy caravans down the road drop in. Indeed, demand from Asian mothers has meant that an extra language session has been laid on for Friday mornings.

Wandle already had good links with its parents before the workshop arrived. But Judith Brown, a teacher at the school who liaises with the PTA and teaches, with adult education staff, in the Tuesday sessions, says it has brought a different quality to her contact with parents.

"I think all of us were a bit apprehensive at first. We didn't know whether the sessions would be productive or the mothers would get involved. But I've been very impressed by the development of confidence in the mothers, and the way they now get upset if their children aren't in a session. Before they were doubtful about having them around at all.

"I find the way I chat to mothers in the workshop is completely different to the way I talk to them if they visit the class or come to a parents' evening. It's been a lesson to me to stop and discuss things with them.

"I find they're worried about all sorts of things I had no idea about, like why their children are allowed to play at a certain time, that sort of thing. Parents' evenings are too short to find these things out", she says.

At the moment the 25 or so mothers who turn up do basketry, leather work or some sort of craft. But Judith Brown says there is a growing concern that they do not stick to that alone. Ideas mooted include making pre-reading or number games in the workshop, so the mothers can use them with their children, or more practically-oriented things like making shelves or changing plugs. There is even a scheme to go out and visit the mothers who do not come in, and persuade them that they should.

The workshop is not only open to mothers with children at Wandle. Others do come in, and there is always someone to look after any younger children who may be brought along.

And the children? So great was the clamour to be allowed in that the school had to devise a rota to allow unaccompanied children a turn. John Bourton says this does not upset the timetable. Tuesday afternoons are usually given over to topic, art or craft work. If a particularly important lesson does clash, then the child will not be allowed into the wo shop, but that is rare. A part-time tea covers for Judith Brown.

There is now plenty of evidence support the idea that parental invol ment is not only a nice idea drea up by the liberally minded, but vita a child's development. John Renni munity education adviser in Coventry once ran a course for parents on ho children learn to read.

Children whose parents attended w tested for reading age at the begin and end of the 10 weeks. Parents w not told about the testing. But re showed that, over the 10-week period children's reading ages had increased an average of six months.

But Wandle is adult education, too certainly, workshop ideas have causing reverberations in the adult cation world. The Family Workshop works for five institutes in Wands although it is not based in any of the

It started with one workshop, at Allfarthing branch of Central W worth Institute, 10 years ago. Now are no fewer than 10 workshops, in ing Wandle, and more than half of institutes in London have some sort workshop provision. The idea is ca on, although commitment to, and u standing of, the idea remains patc

Mike Cutts, vice-principal of C Wandsworth and formerly a work Allfarthing, says that what they found is a formula that makes adult education accessible to more than the articulate (probably middle-class) few who know how to make use of the heavily teacher-focused, subject-oriented traditional AE.

Workshops offer a large room where parents can come and chat, bring their children, feel at ease, discuss options with a tutor, and be allowed to choose. If AE does not increasingly take on board that sort of flexibility, he feels, it will fail to provide for people who look to it for help.

"People come to adult education when they sense their perspective needs transforming, but they don't know how, or in what sense. A subject-oriented service may help—people may find what they need in pottery or French.

"But what AE really has to do is find ways of offering people settings where these transformations can occur. A workshop says, 'let's learn our way out of our difficulties', rather than 'go to a community room and drink tea with other poor people like you'."

But inspectors and some AE staff alike have found it difficult to accept that learning goes on in a less structured class, difficult to measure the sort of personal growth Judith Brown talks about. What they are worried about, they say, is standards. Mothers are held back by having to work alongside their children.

Workshoppers deny this is true, but add that the critics are missing the point. The aim of the sessions is not high standards of craftsmanship, but the strengthening of relationships between parents and children, the development of confidence so mothers can go on to other more structured forms of AE if they wish.

Mike Cutts says: "As AE gets more important, as I am sure it will, there is a danger that it will just seek to become more and more professional, with higher and higher standards. It will fail to see its role as a growth point for adults, something they come to, to define their real needs."

Allfarthing, still looked on as one of the best examples of workshop practice, has now evolved courses on the emotional development of young children; on actions, sounds and games for young children; on language development—all born out of local demand.

There are other barriers. An AE service pays for the education of adults, not children, who cannot be counted as students in workshops. That makes the tutor/student ratios look "unhealthy", and means the children are just an embarrassing appendage, rather than an important part of the educational process.

One of the lessons learnt by many who have recently started pre-school or school initiatives—like Wandle—is that they rapidly turn into adult education initiatives too. The adult education service may have to develop a similar flexibility.

Care around the clock

Hilary Wilce reports on an American project which aims to cater for the varied needs of parents and their pre-school children

● The Child Opportunity Program in Denver, Colorado, offers a 24-hour-a-day, seven-days-a-week child care service, and aims to meet the educational, health and developmental needs of the children in its care. Some strands of the programme are designed to give back-up support for working parents, while others try to involve parents as closely as possible.

The programme is based in three buildings on a local college campus to the north-east of the city. Denver, which sprawls across the plains under the eastern wall of The Rockies, is a city of suburbs. There are no high-rise, inner-city ghettos, and the streets around the programme can be identified as a poorer area only by smaller gardens, shabbier houses and older cars.

Nevertheless, it is a neighbourhood in decline. Original residents are moving out in search of better homes and schools, and the black community is expanding into the area. Social and economic problems are rife, and the 250 children for which the programme caters are only a fraction of the children in need.

Pre-school provision is all too often a piecemeal affair. A country that has good nursery education may provide few baby-minding facilities; a neighbourhood that offers excellent mother and toddler clubs probably has no way of meeting the educational needs of deprived children.

Responsibility for this area tends to be split between education and social services authorities, and money can come from either government or voluntary sources. Inevitably the needs of many are unmet, and some children and their families fall through the cracks of existing care.

The programme provides day care for babies, toddlers and infants; before and after school care for children up to 12; holiday care; and overnight care for children whose parents work in the evenings or at night. It also operates a child crisis centre, ever ready to offer full-time care to children whose families are in trouble, or who need to be taken from their homes.

A staff of 45 (full-time and part-time), including teachers, health workers and administrators, work on the programme. It also uses the services of a speech therapist, a psychologist and a local social services team, and has many voluntary helpers, most of them parents or former parents.

The board of volunteer directors has a clear vision of the programme as a whole. But it has grown bit by bit, and since each section tends to have a different balance of funding (money comes from federal, state and local funds, from voluntary contributions and in some cases from fees paid by parents), it is divided into six separate projects, each with its own capacity and emphasis.

The Head Start component of the programme, for example, takes 80 four and five-year-olds and is part of the American network of projects which gives children from poor and deprived backgrounds a social and educational push before they start school. This was the original COP project, founded in 1965. Nutrition and health care are important elements—the children get carefully balanced meals and physical problems are quickly picked up. Parental involvement is also considered crucial.

Like all Head Start schemes, this one is enjoying the benefits of renewed public support, as word of its long-term benefits spreads beyond specialist circles. At the end of the 1960s, when Head Start had been going for about four years, national evaluations showed negligible results and compensatory pre-schooling was viewed with increasing scepticism.

This view is still widespread but recent work by Irving Lazar of Cornell University, collating a number of research studies, has shown that Head Start and similar schemes *do* have long-term beneficial effects. Children who participate in compensatory programmes are less likely to be placed in remedial classes when they attend school than are children from similar backgrounds who do not.

And when they reach their teens they show considerable evidence of being more mature. High school girls who become pregnant often opt to continue their schooling, and boys and girls have realistic job ambitions based on a clear view of their abilities and limitations.

At COP, considerable efforts are made to involve and educate as many parents as possible, not just those with children in the Head Start programme. Meetings, workshops and discussion groups are organized to provide informal education.

"We've found that many mothers have no concept at all of what it is normal for children to do, or not to do, at certain ages", Maureen Maccallin-Kaferly, education director, says. A number of parents have gone on to train as para-professional child care workers, and the centre's most senior teacher is a former parent.

The programme's approach to education is informal and eclectic. "We borrow a lot of Dewey," Maureen Maccallin-Kaferly says. "In the classroom everything is based on a 'hands-on' type of experience." Trips out are vital, to extend the horizons and experiences of the children, she feels. At least twice a week small parties go out into the mountains, to the local fire station or post office.

Mitzi Barnes is the programme's energetic and articulate director, whose particular talents include drumming up funds, and keeping overall goals clearly before all the centre's workers.

She stresses that the programme is committed to offering families—particularly single-parent families—comprehensive help.

If a young mother has to change her working hours, or if a child from one of the pre-school programmes needs continuing care once he or she goes to school, the centre can give security and stability. Children who stay overnight get a normal family routine of a snack, television, bath and bed in small shared bedrooms; children who come before or after school get breakfast, or a late-afternoon snack, and a car ride to or from school.

Some elements of the programme have developed specifically through its ability to respond to community needs. Five years ago a newspaper investigation into child abuse cases "really set the town on its ear", Mitzi Barnes says.

The department of social services asked if the programme could provide emergency care facilities, and the child crisis centre was set up. This never closes, and can take up to 10 children at a time. On average about 200 children a year stay at the centre, most for about five weeks.

Mitzi Barnes is convinced the multiple-programme approach makes good economic sense, provided it has careful coordination. Each project has its own home base within the centre, but other facilities can be shared.

The "before school" children have breakfast, and leave just as the Head Start children arrive ready to be fed. Health and social workers can serve the varying needs of a whole range of children and their families.

Within its limits of money and space, the programme is undoubtedly successful. The children — even those showing obvious signs of physical deprivation—seem cheerful and at home. Volunteers and paid workers work informally together, and there is constant interchange between the different projects. The fierce pride of all those involved seems well-warranted.

"We feel sure we are doing a good job here," says Mitzi Barnes. "We are confident that changes are being made."

Doodle-doo

Robert Conquest on American verse-and worse

The Oxford Book of American Light Verse. Edited by William Harmon.
Oxford University Press £7.50. 19 502509 1.

The first thing to be said about this volume is that it is very good-natured. Good-natured, I shall argue, to a fault, in that excessive tolerance has admitted much poor stuff. All the same, anthologies of this type are characterized in a curious way by their tone, and on the whole one finds oneself forgiving a lot which one would not accept from a more pretentious presentation.

It is very much a personal choice: the editor tells us how the idea came to him seven years ago, and he has presumably been collecting ever since. Thus, it does not seem originally to have been commissioned, or intended, as an Oxford Book. Since it has become one, it inevitably invites comparison with Kingsley Amis's *New Oxford Book of Light Verse*. The comparison is between a well-intentioned, easily amused raconteur of an old school and a sharp, civilized, rigorous connoisseur of wit and humour.

Mr Amis's collection did not exclude Americans in principle, but in practice it prints few of them—about a dozen, at a rough count. The implication, if we accept Mr Amis's criteria, is that from our point of view there is not much American light verse worth having. If we take this as reflecting a genuine shortage (even granting a certain narrowness in Mr Amis's taste—his omission of Ogden Nash, for example) this leaves an American selector at a disadvantage. And, moreover, he has a couple of centuries less to choose from. Yet, while Mr Amis was held to 329 pages, Mr Harmon has been given 528: an astonishing and reprehensible anomaly on the part of the OUP even granted an equality of source material.

As it is, let us first note some agreeable surprises: for instance, an unexpectedly high standard in the *vers de société* of the early nineteenth century—Fitz-Greene Halleck, Nathan Parker Willis, William Allen Butler and (of all people) John Quincy Adams. None are Praed or Byron; but they maintain a worthwhile level. Carolyn Wells reads as well as ever. Equally welcome are Phyllis McGinley—though there is not enough of her better work, Samuel Hoffenstein, some seldom printed pieces of Oliver Wendell Holmes's, such as the *Ode for a Social Meeting*, David McCord; there are even some good, or at least tolerable, moderns—X. J. Kennedy, J. V. Cunningham, John Updike, Anthony Hecht, James Merril, Roy Blount jnr—though in almost every case their successes are here eked out with their poorer work.

And this brings me to my first and major criticism of this collection. With all the space allotted, the trash not only has too much representation, but it even crowds out essential material. No book of American light verse can afford to cut down on its few undoubted triumphs. The *Bigelow Papers* is under-represented — no sign of *The Pious Editor's Creed*, for example; only two of Leland's ballads get in; the selection from Bret Harte omits several of his best. And what is the lumber which has crowded them out?

It falls into several categories. There is much verse here which is not light at all—"Barbara Frietchie" ("'Halt!'—the dust-brown ranks stood fast./"Fire!"—out blazed the rifle blast.'); "Paul Revere's Ride Pierced by a British musket-ball.")—strange examples of lightness! And would you see as light verse, (to take one of many examples from Emily Dickinson, Stephen Vincent Benét, John Crowe Ransom, Herman Melville and others) this short poem of Howard Nemerov's:

The dogs ran in the woods today,
Their note sounded from far away.
Tonight the shallow snowfall clears
The dogs' track and the deer's.

At least such things, though inappropriate, do not lower the quality—if anything, the opposite. The same is only doubtfully true of an otherwise more defensible inclusion—that of songs, from "Oh! Susanna" to "Jubilation T. Cornpone", which far more often than not read insipidly on the page to any reader not able to provide a subliminal musical accompaniment, and in some cases (such as "Brush up your Shakespeare") an imaginary stage projection too. However, most of the tunes will be familiar to most of the book's readers, and it is a pleasure to have the libretti to hand.

Then there is the tendency of American verse to be anecdotal. Sometimes, and especially in the populist "Don't look at me that way, stranger" mode, this is good, tangy stuff. But it does lead to such horrors as the versifying of the old joke about the child looking at a picture of a Roman arena and saying that one poor lion hasn't got a Christian into seven long-drawn out verses ending with the ineptly phrased:

Then, with little lip a-quiver,
"Mamma, look!" says little Ben
"Little lion in the corner,
Mamma, isn't getting any!"

A further source of weakness is the sive notion that men with reputa serious poets or novelists are thereby of good light verse. The accumul disproof here is highly depressing: (terrible), O'Hara, Berryman, Roethke, Aiken, Frost, Eberhart, Lindsay, Elinor Wylie, all appear as less or worse. As for most of the modern American poets (with the tions noted earlier), they deface 50 or 60 pages with allegedly light verse in the modes of cant and associate with their "serious" between the shrewd homespun hick and the alternative of the deathly whiner, we must unhesitatingly pre former, but it is the latter who domin fag-end of this collection. And, kee worst to last, there is also a nine-pa of Gertrude Stein. . . .

It may be argued that this is a of taste. Well, let us test the differ taste in the simple field of the limerick appears with the following:

The heavyweight champ of Seatt
Defeated a bull in a battle,
Then with vigor and gumption
Assumed the bull's function
And deflowered a whole herd of c

And the most strongly represented A limericist, Edward Gorey, gives us a sample:

The babe, with a cry brief and di
Fell into the water baptismal;
Ere they'd gathered its plight,
It had sunk out of sight,
For the depth of the font was aby

Having noted all this, one must less say that the book contains en and little-known material to be a addition to the shelves of anyone to light verse. One may remain more for that than resentful of the fallo

Beauty and the beasts

Roy Fuller on poetry in the clutches of the academics

Enemies of Poetry. By W. B. Stanford.
Routledge and Kegan Paul £8.95. 7100 0460 5.

This is a rather curious book. The author is, of course, a distinguished classicist, for many years Regius Professor of Greek at Dublin University, and much of his discussion has to do with his own field, particularly Homer. But all his examples are translated and carefully set in context, so that the book is perfectly intelligible to those without Latin and Greek. Moreover, the author brings in the "classic" English poets—Shakespeare, Milton, Keats—and even modern authors like Yeats and Spender. Though his reading of and about the moderns seems somewhat restricted and perhaps a touch conventional, his quotations and references are numerous and [illegible] he is by no means above bringing in an illustrative anecdote, as of the Irish producer doing *Macbeth* in the bogs with a flute but no drum available, amending the crucially relevant line to "A flute, a flute, and here's Macbeth the brute". (This comes aptly under the heading "The Fallacy of Ideal Conditions" in the chapter I shall describe later).

So the enemies of poetry educed are traditional ones. Any hopes raised by the title that a trouncing was to be given to, say, poetic organizations benefitting from the Arts Council, or those who repetitively choose the poets and poetry to be read in schools, are not fulfilled. The ideological position taken by Professor Stanford is also traditional, emphasizing the quest of poets for "beauty", the inspirational basis of poetry, and its pleasuring purpose.

Yet he is well aware of the dangers of being fixed in this posture. Though he puts scientists among the "enemies", he recognizes the similar aims and methods of the poet and the mathematician, as (among his examples) Hamilton's almost subconscious finding of the key formula for his work on quaternions. And the start of his last chapter cannot but disarm Apollonians, for he generously admits he may have over-emphasized the irrational elements in poetry and its non-factuality. Actually, he sometimes stops tantalizingly short in writing of that side of poetry: for instance, he compares the artist's creative material with "the dreams of ordinary people", a notion one would have liked to see him develop, for some poetic strokes are undoubtedly akin to dream-invention, and the interest in dreams has parallels with the interest in poetry.

The enemies of poetry are characterised and segregated in successive chapters entitled Historicists; Scientists, Psychologists and Mathematicians; Philosophers; and Politicians and Moralists. Sometimes the points made are old hat, even naïve, but the book gets stronger as it goes along. One begins to feel that it is no bad thing that one's poetic assumptions and beliefs are being challenged in a fundamental and systematic way, even on a level and with examples that may have scant relevance to the good verse written in our time, the verse that I suppose is most read.

Professor Stanford finds it strange, for instance, that some champions of poetry "have often been reluctant to emphasize the pleasure principle" (ie, poetry's aim to please), but surely it has only been rarely (the 1890s, for example) that decent poets would have evinced "giving pleasure" as the prime aim of their art. Besides, since 1914 human affairs have been so rotten and unsettled as to make most poets guilty to be classed as mere entertainers.

On the other hand, Professor Stanford's classicism and what might be called conservative romanticism give great authority to his remarks on poetic form. "The nature of poetic genius is often such that it needs a firm formal structure to control it", he says, and goes on to produce an example of form's beneficient effect in the seventh stanza of the "Ode to a Nightingale" (though we may think it was "hath" brought forth "path" rather than the other way round). This occurs in his longest and penultimate chapter, "Twenty-six Fallacies of Classical Criticism"; quite a *tour de force*. The fallacies are defined under separate h and the discussion of them is succinct. Inevitably among so ma the author says he could have more) some seem trivial or artificial been said that a few of a mere Seve of Ambiguity are duplicated), but th enable a lot of notions about poetry brought to judgment.

There is just occasionally a whiff secondhand about his concrete here, which would not matter so he went deeper than he is inclined I give a slight but not insignificant "The Fallacy of Numbers", he says sists in taking numbers in poetry mathematically precise." Among his is Christopher Hassell stating in his graphy of Rupert Brooke that the chester church clock stood at half pas not "ten to three", as in the poem.

Professor Stanford's comment is either Brooke's memory was at faul more probably, "he discarded the fact in order to avoid the heavy rhyt thick consonants of 'half past three but haven't generations of render distracted by the sense that 10 to far too early for the clock to rem poet of tea-time?

It is not easy to see for whom the is really intended. It is rather cated for those accustomed to modern critical works on poetry, will have to be seen) it has its of stimulation and enlightenment. be a good basis for argument amon doing Latin or Greek and English But one would hope that the autho chant for "the visions and inspira the poets" would not gain blind al Poems are made with words, as the and when freshness and accuracy of have been subordinated to other poetic judgment, there bad poetry under critics' defences. I am not lessons can be drawn from *Enemies*

Games people play

Stuart Hood on a week's television

One of the most curious programmes of the week was BBC 2's Free to Choose which showed Professor Freedman extolling the virtues of the sweat-shops of Hong Kong, where—as he told us with huge satisfaction—there are neither trade unions nor Factory Acts to control hours of work, to prevent child labour, to impose health and safety conditions or to hinder in any possible way the pure workings of the profit system. He tactfully did not show the same system at work in the drug trade or in organized prostitution or corrupting the police force—all activities which must be presumed to come under the heading of free enterprise and therefore not to be interfered with by the state or any other busybody. It appeared from his argument that, to be in a state of monetarist grace, one had best be a homeless refugee fighting for a bare existence in all-out competition with equally unfortunate fellows.

The condition of the world today must fill him with hope. He himself is naturally spared such testing conditions; but should he ever lose academic tenure and be exposed to the iron laws of the market he should have a great future fronting carpet sales on commercial television. His otherwise undistinguished programme was crammed with shots of the professor on location in the emporium of the Far East and of lochs (without the professor but with bagpipe music) to signal the fact that Adam Smith was a Scotsman. On this level it was a further demonstration that the average television documentary is the modern equivalent of the lantern lecture—a fact which no amount of moving wallpaper can disguise.

Professor Freedman had admittedly the slight virtue of being funnier on screen than Sir Keith Joseph would have been and almost as funny as some of the stand-up comics in The Comedians (Granada). They were less cuddly than the professor, smiled less and were given to pregnant pauses (whereas he was loquacious) and to piercing glances intended to cow someone off camera. Their material was given over to jokes demonstrating the inferiority of the Jews, the Scots, the Pakistanis and, of course, the Irish, to the true-born Englishman to whom God, as Milton put it, leaves his work if he wants it well done. Is it possible that the species is alive and well in the studios of Granada Television? But at least the English seem to find their own ruling-classes ridiculous. There was this joke, you see, about this officer in the Parachute Regiment—but it turned out to be really a cruel jest at the expense of a stammering Private. Obviously we must have a need for such gibes. The studio audience clearly loves them.

None of the main play offerings could by any stretch of the imagination be described as jokey. John Osborne's *Very Like a Whale* (Thames), something of a period piece, had the virtue of being directed with considerable style by Alan Bridges. Style in this context does not mean simply that the sets were well designed and dressed by Natasha Kroll but that there was clear evidence of visual imagination on the part of the director, who was not content merely to string images together to produce a narrative. His use of mirrors as a metaphor of the containment to which the industrialist hero (played as convincingly as humanly possible by Alan Bates) and his wife (Gemma James in a marvellously scratchy performance) are subject, was deliberate and effective. So too as Sir Jack, the captain of industry, begins to lose his grip he is glimpsed dimly in the glass of one of the tasteful prints that decorate his high-rise office.

Whether this play of images was derived from Sirk's use of mirrors in his Hollywood melodramas is less interesting than the fact that Alan Bridges did something rare in television—left pictures that recur in the memory. The script was more problematic. It is presumably permissible to apply Aristotelian criteria to a play conceived within the Aristotelian tradition and to suggest that one must feel a certain pity for the fall of a "great" man, that the fall should be the result of some flaw in his character and that there should be some dramatic and moral logic in his end. As Osborne's hero plunged further into incoherence it became increasingly difficult to know whether one was watching the progress of a clinical condition-hypertension perhaps—or the collapse of a man under the strain of *anomie*, alienation, loneliness. Maybe what he needed was a dose of Professor Freedman's Panglossian treacle.

Chris Kewbank's *No Defence* (BBC 1's Play for Today) concerned a Cypriot up on a rape charge before Patrick Troughton as a suitably crabbed and reactionary judge. It was a *Crown Court* with pretensions to being something higher, better. It had, as does much television drama, some excellent acting in the small parts and a number of dreary linking passages in which things were explained to the viewer. As a representation of a rape trial it suffered from the fact that, from a legal point of view, the summing-up (which we did not see) would have been crucial to our understanding of why the jury reached a verdict of guilty. The subject was important and the writer's heart probably in the right place; but on a documentary level—which was the level the play worked on—it cast no new light on the way the legal system works in such cases nor on the factors that determine the decisions of juries.

Hesther for Example (BBC2) was a demonstration of the games people play. A study in sadomasochism, played out in emotional rather than physical terms, it crackled along in one of those country cottages where middle-class intellectuals intend to try to survive the holocaust, social or atomic. It is difficult to feel strongly for the libidinal hang-ups of the well-heeled and well-fed. Why, one wonders, don't they see a good analyst; they could afford it. But that would leave a blank and in this case would have deprived us of good performances by Geraldine James as the punishing heroine and Robert Stephens as her victim.

Bonaventura Bottone in "Love and the Ice-Cream Vendor"

There are purists who claim that it is useless to attempt to televise any musical performance. The South Bank Show (London Weekend) demonstrated how wrong they are by mounting a programme round the performance at the Roundhouse of *Love and the Ice-cream Vendor*—an up-dated version of Haydn's opera *Lo Speziale* (The Herbalist). This was a good example of the didactic programme. It discussed the difficulties of libretto writing, put Haydn in perspective historically and artistically, and was generally reassuring to the nervous viewer. Television could do with more such programmes which show the work processes behind the surface of artistic performance. Russell Davies, the librettist, and Jane Glover, the conductor of the Baroque orchestra, were lucid in their discussion of text and music and knowledgeable on their subjects. Someone should have told Jane Glover, however, that the reason for all the *alla turca* themes in Mozart and Haydn—and the villainous Moorish characters—lies in the fact that Austria had for centuries a common and disputed frontier with the Ottoman Empire. Having given us a glimpse of the opera—for all we saw was excerpts—might The South Bank Show not be really bold and show us the whole thing?

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Textures

Betty Tadman on textile art

Exhibition of African Textiles. Museum of Mankind, Burlington Gardens, W.1.

African Textiles. By John Picton and John Mack. British Museum Publications £8.95. 1552 5.

A History of Textile Art. By Agnes Geijer. Sotheby Parke Bernet £12.00. 667 055 3.

Interest is at present growing in weaving and textile printing and books and exhibitions on the subject are starting to proliferate. African textiles, whose development has followed a very different course from that of their European counterparts, have just been splendidly celebrated by a new book and a parallel exhibition.

Stamp and block printing, long left behind by Western cultures, are still marvellously and creatively in use in that continent. Resist patterning—batik and tie dye—is still a live craft, and fine weaving of austere design and brilliant colour continues to be executed on the narrow-strip looms of West Africa, where it is afterwards stitched together to form ceremonial cloths of majestic size and complexity.

"African Textiles", the superb exhibition now to be seen at the Museum of Mankind, provides a rare opportunity to see examples of weaving, printing, and appliqué from areas of Africa rich in design. As is usual with this museum, great care and ingenuity has been taken to present a full explanatory picture of the processes and their [illegible] these artifacts have a quality at once fresh, almost playful, which [illegible] while one marvels at the complexities of design and [illegible] produce such stunning effects. Bark cloth is exhibited fanning outwards from a small, thick chunk of untreated bark to a metre-wide beaten fabric of fine supple beauty, the delicate crimping on its surface produced by a final roller-pressure from an indented cylinder. A strikingly beautiful exploration in the use of indigo is shown in an embroidered length of cotton which is dipped to a deep blue, and painstaking hand embroidery is carefully unpicked to reveal its fossil-like trace in a white resist. There are ikat woven cloths with their softly blurred outlines, narrow-strip woven wall hangings, caparisons for horses and many drawn, painted, printed, and stencilled fabrics.

Resist-dyed cotton textile, Ibo, Nigeria

The authors of *African Textiles* are jointly responsible for the African collections at the Museum of Mankind and their book is the nearest thing yet to a definitive survey at a reasonable price. Generously illustrated both in black and white and in colour, this book traces methods of producing cloth from diverse materials to finished products; diagrams and close-up photographs (some of them by now historic) give an indication of the richly varied skills which are still in use.

A History of Textile Art would be an invaluable ne wbook for students of weaving who either need a comprehensive historical background to the craft they practice.

However, the title should really read "A History of Woven Textiles". Only one short chapter skims the area of printed fabrics. The style is mainly clear, but important areas are too lightly glossed over. For example, the passing reference to ikats gives no ideas of their effect or the techniques needed to produce them.

However, one must welcome a scholarly book, with over 200 monochrome illustration, which fills a gap in the sparse textile sections of bookshops and libraries.

Showcases for music

Hilary Finch

You can bring a child to a concert but you cannot make it listen. Or can you? The last few years have seen an increasing number of groups and individual musicians who, with great missionary zeal and greater or lesser degrees of skill, have been drawing children to concerts-with-a-difference (and there are big differences from the Read and Mayer South Bank marathons) and even infiltrating schools.

The Greater London Arts Association, in conjunction with Live Music Now, has been joining in over the last year with a series of recitals, or "Showcases" in London schools, carefully monitored by advice, feedback and regular assessment, and using GLAA-sponsored performers and musicians from the LMN stable. The Albion Ensemble and Nicholas Hooper and Lucy Cartledge recently gave recitals at St John's Junior School, London N5, in the shadow of the Arsenal football ground.

The Albion Ensemble (brass and woodwind) contains already well-established soloists such as Andrew Marriner and Philippa Davies—who introduced the programme to a well-behaved cross-legged audience. I was a bit confused by all the information that was being thrown at me, the uneasy combination of technical names like "cone" and "cylinder", the inevitable half-filled bottles and raspberries blown down hosepipe, and the time-worn bits from *Peter and the Wolf*. It was all rather too busy, too tightly packed, there was little sense of experience and discovery of either the instruments or the music, simply because too much heterogenous information was presented all at once.

Nicholas Hooper (guitar) and Lucy Cartledge (flute), playing to a second batch of children, were more on top of their material. Ms Cartledge had a pleasing serenity, a stillness which holds children's attention far more in the long term than endless volubility and joking. In the case of both instruments, through carefully prepared and sparing talk, we learnt just enough: although there was little about the mechanics of each instrument there was more chance to absorb its effect in the well-chosen—and always complete—pieces. What a pity they let themselves down by telling a concert audience of tomorrow that modern music has "no rhythm and no melody".

While the GLAA are going into schools, the ILEA, on February 12, invited secondary schools to the Queen Elizabeth Hall for a birthday concert for Sir Michael Tippett. At 2.30 Sir Michael himself, hands in blue velvet jacket pockets, sloped onto the platform and chatted for a few minutes. The children had already been prepared for the performances of *Songs for Dov* and the *Concerto for Orchestra*, so Sir Michael filled them in on the experiences that had caused him to write the works. His words were confided as to equals, refreshing in their aptness and simplicity. Of the *Concerto for Orchestra*: "I wanted to break up the balanced sound of Rachmaninov, Mahler, Brahms, etc and to reassemble it"; of the *Songs for Dov*: "It's about what Americans call a loner. He's also what we call gay, but that's a minor matter". And finally, and reassuringly, "You needn't know it all—but sometimes people like to look into it. . ."

The *Songs for Dov*, an excellent choice sung by Gerald English, was listened to with rapt attention; but the *Concerto*, a more difficult work to grasp hold of for the first time, was unfortunately billed second and the young audience was becoming restless.

But the London Sinfonietta gave of their best: with their contemporary music festival, "1945→", just started, and rumblings everywhere about the pros and cons of encouraging so-called twentieth-century music ghettos, this concert was one imaginative and long-sighted answer to the ever-vexed question of how to get new audiences in.

Rose-tinted spectacles

Heather Neill talks to Andrew Davies

Andrew Davies is about to be discovered—again. His play, *Rose*, starring Glenda Jackson, opens at the refurbished Duke of York's Theatre in the West End next week. This will be the culmination of a particularly successful period during which he was resident playwright at the Belgrade Theatre, Coventry, had a comedy called *Fearless Frank* produced at the King's Head pub theatre in Islington (with rumours of Broadway still reverberating), kept up his output of television scripts (including an adaptation of the Arthurian legends) and won the 1978 *Guardian* Award for children's books, with *Conrad's War* (Blackie). Oh—and he is a full-time lecturer in the department of education at Warwick University.

Cardiff-born, an ex-Welshman since his student days ("I didn't want to be a *stage* Welshman. Some of the others talked about rugby and sang all night, so I turned myself into a kind of Cockney. I regret it a bit now. I love to hear the accent"), a graduate of University College, London and once a teacher in London schools, including pre-Marland Woodberry Down, he has been a teacher of teachers in Coventry since 1963. There is something mischievous about his expression, he is small in build, nattily dressed, fortyish with crisp, uncompromisingly silver hair. The effect when he obligingly springs on to a theatrical dressing table for the photographer's benefit is of a slightly arty leprechaun with a well-developed sense of humour.

Mr Davies is philosophical about the nature of success. Years ago he had his first funny article snapped up by *Punch* and then collected a fist-full of rejection slips from the same quarter. His first radio play almost got him sued for libel: "It's a good story, this one. I was in my early twenties, doing school practice [in Wales] and I discovered what weird places schools were. It was the first time I'd seen things from the staff point of view. I had imagined a company of scholars, but the staffroom was more like a lorry drivers' caff. I wrote a funny play—just writing a lot of real things that happened". The script was immediately accepred by Welsh radio where the producer decided to do it justice by going back to his own school, 40 years on, to record atmosphere. Unfortunately this was the very same establishment which had furnished the script. Outrage and embarrassment ensued. Although it was eventually produced "with mighty changes" there were no more radio plays for some time.

His introduction to television writing was hardly more auspicious. According to the now accustomed pattern, his first Wednesday Play script was eagerly accepted, in 1967, and much trumpeted with a "brilliant" new actress, Tricia Mortimer, in the lead. "It was about five years before I got another script accepted and I've never seen Tricia Mortimer work again."

Now, with a string of radio and television credits and a successful production of *Rose* (in the studio theatre at the Belgrade) already behind him, he is still hardly able to believe his luck in getting Glenda Jackson to play the title role. He has been goodnaturedly re-writing passages and producing new speeches at a moment's notice.

Rose is an infants' teacher, working in a rigid, conventional school in a tough area. She is a rebel, a creative person who feels stifled but knows she must go through this period to secure the headship that will free her to experiment, to build the kind of school community she would like. Meanwhile, her marriage is breaking up. ("It sounds a bit grim, really, but it's rolled on jokes and comic situations.") The original idea, to write a play entirely about women, was inspired by Andrew Davies's own female students, whose spirit he admires. "Great chunks" of their conversation went directly into the script and Rose's friend, Sally, is taken from life, "a very funny girl who told reels of tales of men she had known—and was always kicking out . . . it's a terrible time for men, this. From a woman's point of view, what bloody use are they, with their impotent little rages?" Men eventually had to be included, but he was determined they were not going to take over.

One aspect of the new production which especially pleases *Rose's* author is that the West End is to see a leading actress playing an infants' teacher. It is a job he thinks rarely gets the respect it deserves. He should know: his wife has just been appointed deputy head of a Coventry infants' school. Not, he hastens to add, that her situation is anything like Rose's. The coincidence emphasizes, nevertheless, the underlying unity of Andrew Davies's life and work. His multifarious activities are all interdependent. He draws unashamedly on real life for both his plays and his children's books, while his family and job keep his writing career in perspective. *Conrad's War*, based on the author's relationship with his son Bill, who provided ideas and dialogue, is full of ironic references to the Great Writer, the hero's lovable but incompetent and overweight father. Andrew Davies says that he is in danger of becoming a full-time writer, a fate he would prefer to avoid. He has seen too many contemporaries become divorced from the real world, especially the world of work, to be satisfied with producing flat episodes for television series and cardboard characters from stock.

What does he hope to achieve by writing? He is full of admiration for Howard Brenton's clear vision and purpose: "He has important things to say and in order to say them he's got to use this mess of theatrical tat which is the English theatre. My own writing is so different. I'm trying to get down what I think things are really like. If there's any message I usually don't see it till afterwards, perhaps after it's performed. One of the nice things about *Rose* is that women have come up saying 'It is just like that . . never knew anyone else that'. It's like what they say advertising: you're never make them buy what they want to buy at all. But push them along a bit."

Rose opens at the Duke of Theatre on February 28. price previews until then. Davies's latest children's Marmalade and Rufus *is by Abelard-Schumann Grasshopper series.*

Next week Andrew Davies a series of television The TES.

Spells for spinning

Hilary Finch reviews a selection of this month's new records

The *Florilegium* series which presents performances on original instruments has come up this month with a particularly fascinating curiousity: The Twelve Wonders of the World, 1611, by John Maynard (L'Oiseau Lyre DSLO 545). The witty, tragicomic settings of 12 poems by the underread Sir John Davies, each one illustrating an occupation or station in Jacobean life, are played and sung with deliciously shrewd characterization by Anthony Rooley (lute), Trevor Jones (bass viol) and soloists from the Consort of Musicke. Side two is imaginatively complementary in its character songs by various sixteenth and seventeenth-century English composers.

Fifty years or so before the Twelve Wonders, King Edward VI School, Southampton was founded; their choir has recently made a record (Abbey APR 305) of an enterprising selection of sacred and secular music from Tye to Schubert to contemporary Norwegian anthems. The sedate, at times soporific, quality of much of this singing, aided and abetted by a gently warm recording acoustic makes several pieces, like Gardner's jaunty "Dancing Day" and Poston's "Jesus Christ the Apple Tree" less flexible. [illegible] throughout on diction and intonation.

Also from Abbey this month comes a less imaginatively programmed (all Baroque and nineteenth-century) but more excitingly performed and recorded disc by the Lancashire Schools Symphony Orchestra (APR 304). The daringly slow but massively resonant "Nimrod" and the fine horn playing and solo viola in Elgar's "In the South" overture are outstanding tracks on this thoroughly professional record.

Back to the voice—and if you like your part singing so highly polished you can see the performers' reflexions in it, then you will like The King's Singers and their latest Victorian Collection (HMV: ASD 3865), timed to coincide with their national tour. They bring all the sophistication and emasculation of their choral-scholarly voices to, among others, "The Goslings" and "Light of my Soul". The antiseptic perfection of the performance and recording is not quite how I like my parlour songs—nor my pop and rock, come to that! New Day (Columbia: SCX 6629) is their new pop selection and ranges from "Here Comes the Sun" to "Could it be Magic?" Well, it just could be.

Kathleen Raine, poet and academic, is certainly one for spells—as anyone who has read her autobiographical books (and Gavin Maxwell) will know. Out of the subtly contrasting moods of six of her poems, Richard Rodney Bennett composed a suite for soprano solo, mixed chorus and orchestra; and this month Decca presents a recording of it on the Argo label (Spells: ZRG 907) with The Bach Choir and Philharmonia Orchestra under Sir David Willcocks with Jane Manning.

It is hard to believe that Raine's verse, with its repetition, assonance and often monosyllabic simplicity was not specifically intended for music; and Bennett's sensitivity to its detail and his understanding of the poet as a whole is movingly revealed in this recording. The cobwebby textures of the muted violins in "Spell of Safekeeping", the clear intervals of the choir in the unaccompanied "Spell of Sleep" and the wild yet vulnerable litanic cries of the soprano in the central "Love Spell" are faithfully recorded on a disc which I hope will remind concert planners of this underperformed work.

Richard Rodney Bennett wears another of his caps in his arrangements of the music of Jerome Kern on A Sure Thing, new this month from EMI (ASD 3844). Barry Tuckwell is the horn soloist with a small orchestra in what Bennett describes as a labour of love: the warmth that his arrangements add to Kern's music makes each track a highly expressive Song without Words in a recording of excellent balance and range.

Bach and Handel were arrangers, even plagiarists, par excellence—of their own and others' work. Deutsche Grammophon has just released a record (DGG 2531 114) where transcriptions are heaped upon transcriptions: three Bach/Vivaldi concertos and two Handel organ concertos (one of which was previously a recorder sonata) are further transcribed for harp and played by Garcia Navarro with the English Chamber Orchestra. But this, for me, is arrangement carried too far. The harp, especially played in a romantic, Latinate style, just doesn't have the necessary resonance for much of this music (especially the slow movements) and the solos, in uneasy juxtaposition with the ECO's chracterlstically virile Bach and Handel, destroy something at the heart of the music. But both playing and recording are of a very high standard—and it is all very much a matter of taste.

DGG 2531 213 presents another glut of transcriptions, this time played by the Boston Symphony Chamber players: three works spanning the end of the nineteenth and the beginning of the twentieth century. But this combination of *Schoenberg's Chamber Symphony* translated by Webern, *Berg's* transcription of the *Adagio* from his own Chamber Concerto and *Debussy's Prelude à L'après-midi d'un faune*, probably transcribed by Hanns Eisler, is a stroke of genius. Their concentration of form and thematic development and the intense yet restrained lyricism of these works is caught in a fine recording: the Debussy in particular, lacking the heavily perfumed opulence of the original, reveals a new transparent beauty and sheds as much light on the attitudes of Schoenberg's "Association" which championed it as it does on the music itself.

If you like your Debussy full-blooded, try Decca's new release by the Cleveland Orchestra under Lorin Maazel of the *Nocturnes, Ibéria and Jeux* (SXL 6904). It's rather maddening to have only Ibéria of the *Images* (and that split over two sides) especially when played with such attention to detail in such a beautifully clear recording. For finely tinted colour and clarity of musical argument, this is a record of which Schoenberg *et al* would have been proud.

On and off the record

Cis Amaral

The Music Goes Round and Round. A Cool Look at the Record Industry
Edited by Peter Gammond and Raymond Horricks.
Quartet Books £6.00. 7043 2239 0.

The music goes round at such a hectic pace that it leaves Peter Gammond and his co-editor far behind. Perhaps if this book had been produced a trifle earlier it might not have seemed so out-of-date with its almost Victorian complacency, the "God's in His heaven, all's right with the world" kind of attitude.

Some of the dramatic changes in the record industry are of too recent occurrence to have been included but rumours concerning Decca and EMI had been current for a good couple of years, although the actual timing of the take-over of Decca was a well-kept secret. From Peter Gammond's description of the record industry as it is today it is impossible to gather that it is going through a period of recession; that, with only a few exceptions, the companies are faced with reduced profits and, in some cases, even deficits.

The first chapter of *The Music goes Round and Round* gives a brief outline of the development of the gramophone and the record industry. Written in a bright and easy style this is probably the best in the book, containing as it does much which is of interest and probably not over well-known. It does not treat the subject in depth, nor does it go into any technical detail but it forms a useful introduction.

"Coming of Age", in which the story is brought up to date, is much less satisfactory. On the technical side there are many omissions. Peter Gammond talks of the battle between those who supported the 45 rpm disc and those who held that the future lay with the 33⅓ LP, and says how, in the end, even the "diehard" EMI had to give in and adopt the new speed. What he does not say is that the battle is not yet over and that the 45s are making a come-back. Twelve-inch 45s were launched by Nimbus towards end of last year and are now being produced by EMI. It is ally agreed that for quality sound the 45 rpm is better than 33⅓; the problem facing the neers is how to make the time sufficiently near to the 33⅓ for the discs to be petitive.

Other important new ments are not discussed in the ter, such as digital recording the laser disc. Both of these being actively researched by companies at the present several digitally recorded already on the market and first one released by Decca spring of last year in a between it and Unicorn. During last two decades there has much experiment, some some gimmicky, as in the years—but none of this is at.

Raymond Horricks and Slaven continue with the theme in the third chapter "pop explosion" will explode in millions, despite that recent figures show siderable declines in sales. other chapters include some views of slightly ephemeral and some personal accounts studio experiences which sufficiently detailed to be value.

There are some minor which should have been The initials of Deutsche phon should be given as DGG, since the Gesellschaft dropped from the name some ago; RCA moved from Street in the middle of last Enigma is no longer an independent company *distributed* by WEA a label *owned* by WEA.

There is a need for a good of the record industry and much interesting material but *The Music goes Round Round* hardly serves to satisfy need. Perhaps instead of being titled "A cool look at the industry" it should have been cribed as a casual look.

Cis Amaral is Editor of "and Recordings".

A devil of a philosopher

Bernard Crick on Ernest Gellner

ectacles and Predicaments: ays in Social Theory. By Ernest ellner.
bridge University Press £15.00.

world, because we can observe a spectacle, but because we volved in what we watch, it predicament. Three volumes of Gellner's essays have ared: *Cause and Meaning in Social Sciences, Contemporary ght and Politics*, and *The Devil dern Philosophy*, all edited by Jarvie and Joseph Agassi. The previous volumes were pub- by Routledge. The change of hers prevents the eventual rance of a uniform boxed ntation set; one could exercise ingenuity in thinking who ould be presented to, for the himself is the devil in philosophy. He is the devil ist in that he is rude to British philosophers, who themselves a little seriously but in that he so enjoys— devil explained to Job— "walking up and down upon the face of the earth". He ranges widely.

My old squash companion is some years yet from retirement, so I did wonder, when the three thematic volumes appeared edited by other hands, whether this marked a break in his work; either that philosophy, anthropology, sociology and some political philosophy were proving too restrictive—that he was going to take advantage of many of the excellent schemes now available to retrain in some quite different fields; or that he was going to forsake the critical essay, a genre in which he is an all too fluent master, and write some *magnum opus*, perhaps bringing together the sociological themes of *Thought and Consciousness* with the epistemological concerns of *The Legitimation of Belief*.

Alas and hurrah, I was wrong! This is just another gathering of superb essays, again edited by Jarvie and Agassi, and a bibliography makes clear that it is only a selection; he seems lucky or compulsive enough to be able to review everything he reads (I only read everything I review).

Perhaps the best way to characterize Gellner's position is to see him as a critical and independent-minded disciple of Karl Popper (a feat in itself). He shares both Popper's impatience with formal logic and linguistic analysis and his scepticism about general systems. Yet like Popper he believes that science seeks to establish generalizations: to he makes and criticizes interesting generalizations. Also like Popper, while he is skilful in definitions and shrewd in examining the presuppositions behind conceptual frameworks (in this respect, shrewder than Popper), he is ever mindful that true-by-definition is not true in the sense that true-by-reference-to-external-evidence is true.

No one is more clear that mere empiricism, headhunting and the accumulation of data-hoards, simply begs the question. Theories are not derived from facts. But they must depend for their validity, he insists, on reference to facts. He sees both Hayekian economic Liberalism and Althusserian Marxism, for instance, as cobweb cloud-castles of *a priori* analytical statements. Without external reference, what that lot call "positivism" and "historicism", there really is no reason why my daddy's set of concepts (for we all have fathers, however Mod) aren't as good as your daddy's. (I'm lapsing into the homely technicalities of Gellner's discourse.)

Gellner would persuade us to accept a dualistic picture of the world: that there is both an external world of objects and events, and an internal world of sensations and judgments. But the former is not in any Hegelian sense a creation of the later, only that it is mediated by the later; just as some aspects of "mind" can be studied by methods more usually appropriate to "nature". In Gellner's dualism neither ethical nor cognitive relativism follows. We may suspend our ethnocentric disbelief in order to understand why the Nuer believe that ritual observances to the Spearfisher god bring rain, or why we believe that only people without ties make good teachers; and we should study the function of these beliefs in the culture fully and seriously; but if we suspend the (vulgar) empiricist criticism—is this really so?—then we cannot understand the difficulties that these cultures encounter. Special hypotheses to preserve the sanctity of conceptual framework prove an infinite regression: "some fault in the ritual prevented the rain" or "he was perceived to be wearing a tie because he could not wholly hide his original class accent".

Many of his essays seek to show that both science and freedom have a common concern with defending procedures, and must not go overboard, that is remove self-critical procedures, even from powerful substantive conclusions. ("Critical Sociology" of education, say, must itself be self-critical). In this sense he is a pluralist, not that he defends incohesion but simply that he says that no meaningful general ideology can carry within it both rules for practice and rules for validating those rules. Be socialist by all means, as it were: but do not think that socialism has a theory of knowledge as distinct from a sociology, or should be immune from criticism. Like Popper, Gellner is denounced by those he worries as "reactionary"; in fact he is simply an undogmatic democratic socialist (in so far that is relevant). He is equally critical of those, like the Oxford philosophers, who conceal conventional substantive values under procedural rules.

The funniest and finest of these present essays is his demolition of Garfinkel's ethnomethodology: "the re-enchantment industry or the California way of subjectivity". Nearly all have such jokey titles. The editors should impose plain titles to help the ordinary reader. And the author, while one of the best critical writers and academic essayists of our times, should abandon all digression and write the sociological and political equivalent of his philosophical *Legitimation of Belief*. If Gellner were purely a secular philosopher, it would seem silly to ask him to give us something to believe in; but as he is also a moralist, he must go further unless he too really believes, like Oakeshott's disciples, that all predicaments are simply spectacles. I do not think he does. If everything cannot be transformed, yet some things can. Which and why?

Lingo

Have you sported a thoke?

When the sub-warden of Radley permitted television viewers to witness his initiation of new boys, he had already secured his next appointment as headmaster of Cokethorpe. What we saw was his last performance as Radleian tribal elder, instructing neophytes in the arcane terminology of their Alma Mater: "What's your social? How many of you are dry bobs?"

Bewilderment, alarm and perplexity are customarily provoked by these abrupt and startling questions, but now that they have been democratically exposed to outsiders and glossed by BBC commentators, the mystique has gone, de-fused by familiarity. Goldie has blown the gaff, future freshers will know what to expect, and the shock of incomprehension will never be quite the same again.

The charm of public school cant lies in its exclusivity, its power to disconcert and puzzle the newcomer to the gratification of veterans. A Wykehamist recalls that "after a week or two, 'notions' seem the only possible words for certain meanings. As they are the last forgotten, so they are the first learnt lesson of Winchester." The abbreviations in favour here (for over a century, Wykehamists have been dropping the -tion from "examination") would be a gross solecism at Eton, where the omission of suffixes—as in "ma." or "mi." for "major" and "minor"—brands the speaker as the product of an unfashionable prep school.

In various institutions, the same monosyllables are assigned different semantic duties. "Gag" at Winchester was a historical exercise; at Christ's Hospital, a fatty piece of boiled beef eaten by a pupil of low status. By the same token, "tug" at Eton was originally mutton fat and hence a Colleger, while at Winchester it meant "common" or "ordinary" as in "tug-jaw": dull talk.

Traditional idiosyncrasies, archaisms, Latin tags, relics of school customs, are cherished by masters and boys alike. At the turn of the century, an unpunctual arrival at his first lesson at Winchester would be greeted by the Don's demand "Why are you tardy up to books at morning lines?" To which the reply might be "The junior in chambers sported a thoke" — the head of his dormitory overslept instead of waking the others.

Girls' schools which have adopted "mufti" and "exeats" and "tuckboxes" still find it difficult to match the ripe verbal vintage which is reserved, like crusted port, for the gentlemen. In the fifties inventive housemistresses would lay down their own coinages as a precedent, hoping to enhance the esprit de corps of the community in which the study was called The Codge—"because, my dears, you cogitate in it".

By using school slang in their official capacity, the hierarchy of pedagogues stoop to conquer, relishing their own English eccentricity, enjoying their magisterial little joke, believing that, in the absence of a familiar bond between old and young, a lingua franca makes them members one of another. A wall of words divides the inmates from the laity and helps to sever communication with what is out of bounds.

When the Opies researched the lore and language of schoolchildren, they felt compelled to exclude private fee-paying establishments in favour of schools which "were representative of the child population as a whole". Yet the expensive jargon that the well-connected youth encounters when he is first sent away from home is fondly remembered at Oxbridge, and still surfaces in senior common rooms, the officers' mess, the Houses of Parliament and the upper echelons of the Civil Service. The infantilism of privilege is dear to many influential hearts and will only, over their dead bodies, be relegated to the "wagger-pagger-bagger".

Marion Glastonbury

The elusive comma

As speakers, we all deploy, expertly and unthinkingly, the tunes and rhythms of English. It is when we try to write it all down that the trouble starts; we are up against spelling and punctuation, which have to be learnt.

Just as we can easily talk about diarrhoea but have doubts about its spelling, so we may talk our way lucidly through a long sentence and yet not be clear where to put the stops when we write it. There are conventions in both spelling and punctuation, decreed not by an Academy but by centuries of educational tradition and by the collusion of many redoubtable publishing houses. But the conventions are not always arbitrary, whatever they may seem to a distracted schoolchild.

Take commas. The comma is the most flexible of the stops, and the hardest to categorize. Its use is closely tied to grammar, but its very flexibility means that is is subject to a constant undertow from the natural rhythms of speech. We try to use commas to show how we would speak.

This, of course, is not entirely possible. A comma can represent only the rhythm of speech, not its melody. It can never show, for instance, as a speaker can, which of the two possible meanings of:

This is my brother, Oswald.

corresponds to:

This is my brother, Matilda.

Indeed, although its function is to separate off *certain* parts of a sentence, the old rule-of-thumb about a comma corresponding to a "pause" is rather misleading. For example, pause or no pause, a comma must not separate subject from verb, or verb from object. It is (obviously) wrong to write:

John, will go home,

and so it is equally wrong—despite the pause as we speak it—to write:

The people that are making the most money, will pay the highest taxes.

But when it comes to:

The eggs I have, have been in the fridge.

a sensitive writer will flout the rule rather than leave two repeated words unseparated.

Teachers and editors are forever correcting the "run-on sentence", which is what happens when a comma joins two main clauses that should properly be separated by a weightier stop. Yet nobody has ever objected to:

I came, I saw, I conquered.

In competent hands, the run-on device may give valuable results, as when Nancy Mitford represents the girlishly impulsive speech of a character like this:

> But the fascinating thing was that after the lecture he gave us a foretaste of sex, think what a thrill.

We need to remember, though, that it is the very rigour of the comma rules (for the rest of us) that highlights infringements by the few. A short poem by E. E. Cummings deals with death in the first stanza (which ends in a full stop) and with love in the second. The poem actually ends with a comma:

and girls with boys
to bed will go,

implying that, while death is final, love promises continuation.

But like girls and boys, commas must sometimes go in pairs. Convention tells us to use them to show parenthesis, like brackets or dashes. Trouble arises because, if speech happens to require no pause, we may sloppily omit one of the pair. While nobody would omit the closing bracket in:

John (a poor speaker was rejected.

much red ballpoint is expended on sentences like:

The policy has, in this respect been conciliatory.

Here convention speaks with an undivided voice: the Gods of the Copybook Headings must be obeyed.

Randolph Quirk and Janet Whitcut

A drawing from "Simplicissimus", celebrating the first German attack, 1914. One of many illustrations from Edward Lucie-Smith's "Cultural Calendar of the 20th Century" (Phaidon £10.95).

Patchwork documentation

Norman Evans

Schools and Schooling in England and Wales: A Documentary History. By M. Hyndman.
Harper and Row £6.95. 06 318077 4. £3.95. 06 318078 2.

Documentary historians can be very useful volumes, bringing a verisimilitude to topics which otherwise can remain static, bloodless matters. But the reader needs to be told what the documents are trying to do for him. Similarly, documentary histories can be very dull affairs. And they need not be.

This one begins with great promise. Michael Hyndman has assembled a nice collection of private, personal and public published documents, literary and official, to form the introduction dealing with "educational attitudes in the late eighteenth and early nineteenth centuries." But thereafter, despite the number of documents he uses, somehow it does not quite satisfy. The linking passages do not establish a rationale for the collection of documents included, save through the chapter headings. After the early chapters, and until relatively near our own time, official papers, minutes, reports, statutes, seem to relegate literary and biographical sources to a poor second place. And the sections seem out of balance too.

Fifty-nine pages are given to four sections, including the "introduction: "The societies and their schools (about 1800-1861)", "Teaching under the Revised Code: elementary school life and problems in the later nineteenth century", "'Partnership for the acquisition of knowledge': (this has an oddly contemporary ring about it) elementary and primary education in the twentieth century", and "'What the country has a right to demand': middle-class secondary education and 'the ladder of opportunity' in the later nineteenth century". Then follow 149 pages on "State secondary education in the twentieth century", "The public school sector . . . .", "The training of teachers in the nineteenth and twentieth centuries", and "The administration of education". Since this book is entitled ". . . . . in England and Wales" there's not much about Wales either.

This combination of qualitative and quantitative imbalance makes the treatment feel patchy. It reads rather like a collection of interesting items, under appropriate headings, rather than a history told through assembled documentary evidence, in place of a historical narrative illustrated from the documents available. The browser will find plenty to beguile him in this book. The reader may find it requires greater effort than he thought, and the student will find many a usable section.

The great accountability debate

Trevor Pateman

Accountability in the English Educational System.
Edited by Hugh Sockett.
Hodder and Stoughton £2.95.
340 24159 3.

Maintained schools are part of the technology we have inherited from the Victorian builders of Modern Britain. Designed as part of a programme which had avoidance of both political revolution and religious decay as leading aims, schools have never been replaced by what, for want of a better phrase, I would call *secular institutions of learning*.

God lives on in the curriculum, and sociologist Rex Gibson is not being contentious when he observes in his contribution to this latest addition to the *Unibooks* series that, "the occupation of school teaching is centrally concerned with socialisation", the contemporary surrogate for both citizenship *and* deference. In my view, schools fail to develop what John White calls "*citizens* . . . working together for the common good" because they institutionally confuse citizenship with deference to the (moral) opinions and (linguistic or sartorial) habits of schoolteachers, so that in rejecting the latter, adolescents easily come to reject the former.

A few years ago some bold spirits did suggest that the technology of school was obsolete and due for replacement. But in 1980, people see new technology as frightening, not liberating, and in this volume the "hot-gospelling of the deschoolers" (Sockett) and the "ideologues of Penguin Education" (White) are consigned to the scrapheap of fads.

In the 1980s debate on educational innovation will assume that there is nothing wrong with schools —they'll last for a thousand years yet—but a lot wrong with teachers, whose productivity would be the laughing stock of our competitors, if only they didn't have exactly the same problems. This brings us to the great debate on Accountability, to which this volume of essays is another contribution.

Ironically, though the Accountability Debate has been structured in such a way that teachers can hardly hope to win it, White is the only contributor to this volume who does not present himself as, above all, a Teachers' Friend. He is for State control of the curriculum, and monitoring of its implementation—what might be called the Assembly Line model. In contrast everyone else favours some version or other of the Motivated Worker or Volvo model. Sockett wants to see teachers organized as pukka Professionals, with Bodies and Codes. Peter Scrimshaw pictures them involved in the running of autonomous and democratic schools. David Bridges emphasizes voluntary and reciprocal relationships of accountability between teachers. John Elliott's model teachers self-monitor and self-report to interested parties, ultimately accountable, in Charles Bailey's essay, only to the Professional Consciences they possess as autonomous, rational persons.

This plan for the model hive (to change the metaphor) is spoilt by Gibson who observes that through his sociological microscope, worker-teachers seem rather a low-class, low-status sterile lot dominated by a fat hierarchy of bureaucrat Queen-bees, whose job it is to reproduce the institution of school through time. As things stand, teachers just don't look like the professionals they are supposed to be.

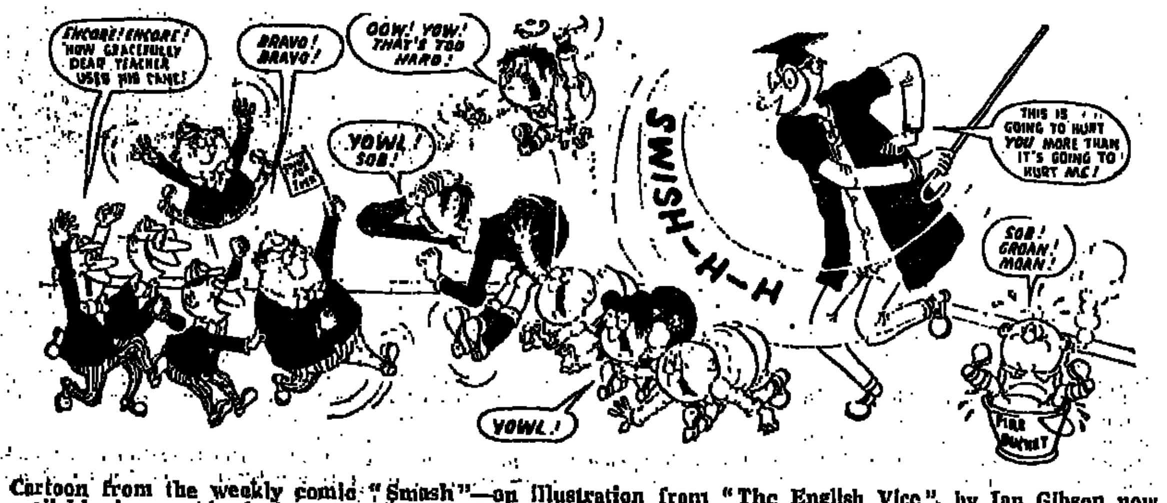
That is a very important point to make. In my view, (for which I find support in the remarks of Scrimshaw), you cannot expect the best teaching possible when the hierarchical occupational structure of "*teaching*" makes it the central and sanctioned career aspiration not to teach anybody anything. Now if the technology of School were rethought in terms of secular study of the arts and sciences, the teacher-professional would have a chance to emerge as someone who, like the GP and (ideally) the 'B' graded Probation Officer, was not always on the look out for promotion out of the teaching encounter. If, in addition, the anomaly was corrected whereby team effort is rewarded by individual promotion, then the "Reflective Professional" portrayed by Bailey in his essay on "The Autonomous Teacher" would be the type who was institutionally nurtured, rather than being the misfit or failure. As things are now, it is important to emphasize that the class teacher and the GP have nothing in common.

Elliott's contribution, "Who should monitor Performance in Schools?" also suffers from romantic notions of the classroom teacher, and I can't see any one swallowing his idea that external monitoring is an "invasion of the school's privacy". Schools have no more right to privacy than do prisons, whether the invaders are parents or politicians. Of course, stupid interference will cause teachers' work to suffer, but that doesn't establish a right to privacy, only the need for some strategy to divert the stupid. However, Elliott's emphasis on the need for *trust* in teachers is well-taken. If the Accountability Debate is to be or be perceived as anything other than expressive of well- or ill-founded distrust, it is vital that three distinct issues be clearly distinguished.

First, there is a question about Punitive Accountability. For what should teachers be punished, by whom, and how? In the absence of any real professional code or body, teachers can get away with murder (most of us have been both victims and culprits, I imagine). Sockett interestingly suggests that studies of classroom interaction could form the basis for a code of teacher conduct towards pupils. Second, there are questions about identifying and remedying individual inadequacy, where this is remediable, and sacking people where it is not. This gives rise to proposals for what I'd call Reformative Accountability. Punishing and reforming people is a nasty business, and natural distrust can only be minimised if criteria and procedures are absolutely clear.

Furthermore, questions th punishment and reform are q separate from the most importa questions about how large numb of people can work together to a good job better. It is in th area particularly that the essays Scrimshaw, Elliott, Bridges a Bailey are valuable, despite su limitations as were indicated ab But their essays are not ad to people concerned with the two issues I have identified.

In conclusion, a few words sioned by John White's essay. our philosophers of education now anxious to emphasize schooling is a political matter. Warnock makes this central to *Schools of Thought*. Unfortuna White does not refer to the exciting work now being don political philosophy and polit sociology, and to which I w like to think students were introduced. I have in mind discussions in journals like *Philosophy and Public Affairs*, w take their starting point from work of John Rawls and Ro Nozick; I am also thinking of work of Jürgen Habermas. that White says can be devel in engagement with these w better than it can through rather tired invocation of Witt stein's All-Purpose Private Langu Argument. I say this because book will surely be a main s for students "doing" Acco ability, and with some recent po tical philosophy and sociology their hands they could do it


ENCORE! ENCORE! HOW GRACEFULLY DEAR TEACHER USES HIS CANE!
BRAVO! BRAVO!
OOW! YOW! THAT'S TOO HARD!
YOWL! SOB!
SWISH-H-H
THIS IS GOING TO HURT YOU MORE THAN IT'S GOING TO HURT ME!
SOB! GROAN! MOAN!
YOWL!
FIRE BUCKET

Cartoon from the weekly comic "Smash"—an illustration from "The English Vice", by Ian Gibson now available in paperback from Duckworth at £8.50.

Paperbacks

What smile is he smiling?

Virginia Makins

It was bound to happen. The extraordinary thing is that it took 34 years. The paperback edition of Penelope Leach's Baby and Child (Penguin £4.95) outdoes Dr Spock on detail, presentation, pictures and advice based on the spate of recent, positive research on infancy and early childhood. And Leach, like Spock, does it all with a tolerant, undogmatic approach.

[illegible] easy for parents and professionals alike to fall into pitfalls when handling their charges. (For example, there's no point dragging a toddler along, or expecting her to follow: use a buggy. Toddlers are programmed to explore round stationary mothers, but to be picked up and carried when on the move.)

Dr Leach is also good on practical tips—why and how to use bribes, how to keep the infant in bed at night. It is readable, with the text broken up by excellent pictures, captions and notes, and there is a comprehensive encyclopaedia index at the end, good both for browsing and for moments of panic.

Brenda Thompson's Pre-School Book (Allen and Unwin £1.75) also comes into a saturated market, but has a lot going for it. As you'd expect from this experienced head teacher it is sane, practical and tough-minded. It's full of good, not-too-elaborate ideas about how to bring children on and up in limited space, and (not surprisingly) particularly good on preparing them for school.

Parents get loaded with advice. Until Brenda Maddox wrote Step-Parenting (Allen and Unwin £2.25) step-parents got virtually none. It's a readable and very enlightening account, based on personal experience, long talks with step-parents, and discovery of the rare professionals who deal with the problems, and it gives a convincing idea of the trials and back-handed rewards of this increasingly common non-relationship.

Vivienne Welburn throws everything (especially the kitchen sink) into her book on Postnatal Depression (Fontana Original £1.25). The result is something of a muddle. It fights on too many fronts—ignorant obstetric practice, lack of support systems for new mothers, Woman's Lot in general—and, as fits the subject, sees everything in the blackest possible light. It's too anecdotal and one-sided to make a good campaigning book—but it is astonishing how little serious work has been done on this common and often alarming condition.

The Secret Language of Your Child by David Lewis (Pan £1.50) is a fascinating account of the body language of under-fives. Much of it has been better shown on television (good film has to score over words and blurred snapshots with this subject). But the book brings it all together, adds some, and makes compulsive reading for anyone dealing with babies and young children as a professional, or at home. The only danger is that we'll all be so busy analysing just what kind of a smile the infant is beaming at us that we'll forget to respond to it.

Short, sharp, shocking

Jill Turner on children's rights

In Whose Best Interests?: The Unjust Treatment of Children in Courts and Institutions. By Laurie Taylor, Ron Lacey and Denis Bracken.
The Cobden Trust/MIND £2.50.
9001 37 14 2.

"This book draws attention to the grossly unsatisfactory manner in which ourt courts and institutions handle difficult, disturbed and deprived children. It provides evidence that injustice, hypocrisy and the denial of human rights, occur within every part of the present system. It is hardly an attack on current policy in that one would be pressed to find anything resembling a policy within existing practice."

That is what this book sets out to do, in 100 intelligent and swiftly moving pages.

Over 100,000 chidren—twice the number of adult prisoners—are "in care" in England and Wales, removed from their home "in their best interests." The dividing line between the deprived and delinquent is blurred: blurred by the good intentions of the helping ethos. The effect is not so good: children removed from home, school and friends because their families are poor, single-parented, homeless or judged inadequate on the fleeting observations of a social worker (42 minutes average for a social enquiry report) and the arrogant decisions of magistrates; children committed to institutions and passed from one set of "careers" who announces they can't cope to another; children assessed endlessly; children who rebel, violently, *because* they have spent their childhood in institutions; children who are locked up in solitary confinement or drugged because they rebel; children who no longer rebel; children who are sent to Borstal, then detention centres, then prison; children who are institutionalised for life.

A return to natural justice would give children the legal rights adults enjoy: prior notice, counsel, confrontation, cross-examination and the privilege against self-incrimination. Punishments should be proportiate to the seriousness of the crime: a clear tariff along the lines currently limited to traffic offences and involving conditional discharges, fines and licence endorsements. If children must be incarcerated it must, by any standards of natural justice, be for a fixed length of time. There must be a clear se tion between punishment and t ment so that both can be accountable, the first in the juven court, the second in a family co

The authors are not so naive to think a book will sweep a many layers of confused legisla but they do suggest a few first st in the right direction.

They include extending police's very successful use caution and no further action keeping 10 to 12 year-old offende out of court. They want in increa dependence on fines and creased dependence on the soci enquiry reports social workers pr pare on families for court purpo Assessment centres, they say, sh honestly labelled as containme centres or warehouses, and borsta should be phased out (a decisio made in 1969 but never imple mented) as the only way of riddi ourselves of the hypocrisy that th provide remedial treatment.

The present government is bu piling one experiment on the fla of the last. First detention centres themselves an experiment whi boasts a reconviction rate of 64 pe cent, are to try a "short, shar shock" regime—again.

Unlike other children's institu tions, detention centres are chea Second, magistrates have won thei inter-professional power battle with social services and have secured the right to insist that a child put on a care order is sent away from home, and third, the governmen has decided not to bring in a procedure for vetting private chil ren's homes—demonstrating that doesn't care where children sent as long as it is away.

But there are elements of th book's thesis that might attract th Conservatives, primarily its cri ism of the effects of god intentio and its wish to introduce a tou of hard, adversarial legalism. Th are aspects Taylor et al are pains to circumscribe. Soc workers can't take the blame f the system in which they wo though they (like teachers) sho recognize and mitigate its fla Neither do the authors want lawyer's paradise with children ultimately vulnerable clients. Und Ron Lacey, MIND has already p duced the model, a multi-discipl ary child advocacy scheme prov ing in court a genuine represe tive of the child's best intere Money for its continuation extension cannot be found.

Among this week's contributors:

Robert Conquest's latest published collection of essays is *The Abomination of Moab*

Bernard Crick is Professor of politics and sociology at Birkbeck College, University of London

Norman Evans is a research fellow at the Cambridge Institute of Education

Audrey Laski is director of the teacher training course at the Central School of Speech and Drama

Roy Fuller was Professor of Poetry at Oxford from 1968 to 1973.

Trevor Pateman lectures in education at Sussex University and is the author of *Language, Truth and Politics*.

From Minamata to PVC

Frances Rowe on A level chemistry

Chemistry in Context. By Graham C. Hill and John S. Holman.
Nelson £7.25. 17 448061 X.

Principles of Physical Chemistry. By David Mansfield.
Heinemann £4.50. 435 65563 9.

Higher Grade Chemistry. By Iain M Duncan
Heinemann £2.50. 435 65527 2.

'H' Grade Chemistry. By E. R. Allan and J. H. Harris.
Edward Arnold £2.95. 7131 0200 4.

Objective Questions in Advanced Level Chemistry. By E. W. Jenkins.
John Murray £1.15. 7195 35840.

Diagnostic Testing in Advanced Chemistry. By A. Brookes and W. A. H. Scott.
Hodder and Stoughton £1.85. 340 24190 X (Test volume). £3.25. 340 24189 6 (Complete volume).

With possible school amalgamations and closures looming and less money to spend in departmental allowances, A level chemistry teachers will be looking critically at current textbooks. *Chemistry in Context* is not to be missed. Written and presented in an easy-to-read, attractive form, it contains enough material to meet the demands of any modern A level course and, just as important, makes chemistry interesting and relevant to everyone. In one of the many margin notes, for example, it explains exactly what goes on when you're asked to breathe into a breathalyser.

The authors have attempted to present chemistry in its social context. This they do by inserting references at appropriate points—for example to the Minamata tragedy and the long term effects of organo-chlorine pesticides—though there are omissions, as, for instance the carcinogenic hazards of PVC, production.

Aimed very much at the student, *Chemistry in Context* encourages a critical approach, by its accurately-pitched in-text questions and tests understanding of the material with its more detailed study questions. End-of-chapter summaries help students keep track of how much they really know and are useful as revision, and, while topics are treated descriptively and mathematical statements kept to a minimum, all the necessary calculations are presented with clear worked examples which start, as far as possible, from first principles.

The book is designed as a basic text and, as such, there are inevitable omissions: the change in equilibrium constant with temperature, free energy and entropy. Also, certain key reactions in organic chemistry—the Cannizzaro reaction and the Hofmann degradation. But these gaps can easily be filled by more specialised physical and organic chemistry textbooks:

Principles of Physical Chemistry is one such specialized text, though aimed at the more able student. Its coverage is broad, including topics such as electrolytic conductance, osmosis and an overview of spectroscopic techniques. The text is well broken up with bold diagrams and tables, though the single diagram used to illustrate the Zartmann experiment is a shorthand which gives a misleading picture of actual events. There is a good selection of problems relating to the material covered, at the ends of chapters, including past A and S-level questions.

Higher Grade Chemistry, written for Scottish H-grade students, covers, in its 13 units, much of the material basic to an A-level course. Each unit begins with a summary of the points covered and a list of pre-knowledge and has self-assessment questions at key points through the text. The full answer guides explain, where necessary, how the right answer is reached. This book should solve some of a busy teacher's problems, when used as an independent learning programme for students in their first year sixth, for absentees or revision.

"H" Grade Chemistry, intended for the same audience as the previous book, has a very different approach. It contains more factual information on the same topics including experimental descriptions. There are no self-assessment checks for the student on the way through, but plentiful questions, to which at least numerical answers are provided, a. the ends of chapters. This is doubtless a good revision text for H-grade candidates, but A-level students could well survive without it.

A supply of good objective questions, well written and tested, is hard to come by, so any new collections are worth scrutinizing. Two recently published books both have points to recommend them. The first, *Objective Questions in Advanced Level Chemistry*, gives real value for money, with over 500 pre-tested questions of the four standard types: multiple choice, multiple completion, matching pairs and assertion-reason. These thought-provoking questions are excellent practice for A-level exams. However, the answers provided are non-explanatory.

The second book, *Diagnostic Testing in Advanced Chemistry*, allows a teacher to pinpoint students' particular weaknesses, using the diagnostic notes section which gives the objectives being tested in each question. Unfortunately, these questions are not in any of the forms used by examination boards, which will tend to reduce their usefulness in teachers' eyes. Someday soon, someone will perhaps write an objective question book suitable for A level students, with fully worked out answers.

Maths in simple language

P. C. Davey

Success in Maths. Book 1.
£1.40. With Answers £1.70.

Success in Maths. Book 2.
£1.40. With Answers £1.70.

By K. Lovell and C. Reynolds.
Ginn & Co. Ltd.

These two volumes are presented as a comprehensive two-year course in basic mathematical skills for average and below average pupils from 11 to 13 years, the coverage corresponding closely to recent recommendations of The Mathematical Association. The main topics listed are computation, money, length, weight, angles, shapes, pictograms, bar charts, number patterns, area, speed, directions and bearings, circles, codes. Positive features of the presentation include: the sound organization of material, based on a spiral approach, re-introducing topics at levels of increasing difficulty while preserving at each stage the core pattern of inserting problems at two levels on facing pages; the inclusion of suitably spaced and well chosen sets of revision examples; and some lessening of reading problems, consequent upon the advice of a "Readability specialist". Unusually few words and simple language mark the text.

No suggestion appears of the series having been tried and tested in schools, or of its later extension to a four-year course. Each volume contains 128 pages (or 156 with answers) and is so structured that every topic occupies two or four pages; each page of arithmetic contains mechanical and simple applied exercises, while line diagrams are appropriately used, and often a black and white action sketch accompanies a problem. Typically, a number exercise includes three questions of six parts each, with one application question of three or four parts. The print is clear, bold and uncrowded, and the book itself a handy size (22 cm. by 16.8 cm.). The gradation of number difficulty is strict; despite pupil familiarity with 100 metres and a century at cricket, no three-figure number intrudes until the first year is two-thirds over.

Among aspects which are not featured, two, in particular, will be regretted by many teachers. One is the lack of close consideration of the teacher's contribution to the development of the course. An occasional note appears ("Your teacher will show you how to work them") but no consistent pattern of cooperation is established. This can be linked with the very limited insight offered for methods of computation, and the inadequate elucidation of number and quantity relationships. Doubtful assumptions underline some of the examples. For instance, *does* the sun always rise in the East? and *can* a bar chart, however regularly it may have risen, foretell how many certificates will be won in 1979?

The desire for language simplification sometimes leads to doubtful phrases: "The perimeter of a triangle is the sum of its three sides" might be preferred to its being "the distance round the figure". At times fresh terms appear without introduction. Metric measures are consistently used and frequently appear as separate, unrelated quantities, though relationships require to be applied. Eventually, under Capacity (Book 2), the pupil is advised that 1,000 ml equals 1 litre and 1,000 mm equals 1 m.

The geometrical contents, usually well presented, include realistic suggestions for further exploration. This part of the course heightens considerably the attraction of these new volumes.

Integrated circuits

F. W. Kellaway on physics

Core Physics. By Geoff Cackett, Ron Kennedy and Alastair Steven.
Oxford University Press £2.95.
19 914051 0.

The authors of this book work in schools in Edinburgh and have written specifically for students preparing for Scottish O grade physics, but the result is largely suitable also for GCE and CSE courses.

The usual topics are adequately dealt with and there is a welcome emphasis on practical work with reference to many well illustrated experiments. The book is thoroughly up to date: "strobe" photographs are used in a consideration of the measurement of speed, while there is a good explanation of weightlessness accompanied by a photograph of astronauts floating around a spaceship. The final chapters, on electronics and radioactivity, similarly deal with integrated circuits and nuclear power stations.

Other eye-catching sections include excellent accounts of infrared detection (photographs taken from a satellite and in a medical laboratory supplement this), pressure gauges and transformers. There are useful assemblages of problems, answers and a satisfactory index.

Children's literature

Journeys into adventure, disaster and school

Audrey Laski on paperbacks

Journeys generally make for a well-structured narrative, though in the case of **The Wombles Go Round the World**, by Elisabeth Beresford, illustrated by Margaret Gordon (Puffin 95p), the voyage is rather the excuse for a series of encounters with stereotyped foreign Wombles; there is gender stereotyping of a rather tiresome kind here, too: the four adventuring Wombles are all male, while the females stay at home brewing acorn juice, teaching and typing. Is it time for a feminist revolt in the burrow?

The hero of **The Runaway Summer of Davy Shaw**, by Mario Puzo (Puffin 60p), taking himself responsibly clear across the United States with a pony and cart, also has some remarkable encounters, not all of them plausible, but gently entertaining, and informative; however, any reader expecting Godfather-like experiences will be disappointed.

A much more thrilling journey is that of Imogen in **Keep Running**, by Margaret Storey (Puffin 75p), kidnapped and driven from place to place by her captor. Though the motive for the kidnap is unlikely, the complex relationship which develops between the adolescent girl and the tough young man holding her is very convincing.

This and **Black Jack** illustrated by Anthony Maitland, (Puffin 60p), Leon Garfield's journey adventure, are both for older readers; as always, there is a strange and sombre quality about the Garfield; the early scenes in which the hanged man revives and terrorises the kindly young apprentice he calls Tolly, and the anguish of mad Belle as she regains lucidity, are both frightening and painful. But for the reader who can cope with it, this is a marvellous dark Dickensian poem of an adventure.

For Garfield, the past is a fantastic country; for Iona McGregor, it is a more sober place where bleak happenings like the siege of St Andrews actually took place. But **The Popinjay** (Puffin 75p), like Black Jack, is mainly the story of its hero's education in life and loving; David has to unlearn his vanity and egotism, as Tolly has to unlearn his diffidence, so that each can come into his manhood. The gaining of manhood is absolutely central to a curious and original fantasy, **East of Midnight** by Tanith Lee (Puffin 80p): fanged sheep and rideable lions are among the features of a complex of alternate universes and magically exchanged identities. A red-haired slave is helped to break free for a sinister reason, connected to the structuring of a powerful matriarchy: there is a fascinating picture here of a society where it is the men who are the despised and pampered weaklings while the women rule.

That is fantasy for older readers; science fiction for younger ones is unexpectedly provided by William Mayne. **Skiffy**, illustrated by Nicholas Fisk (Puffin 75p), has all his usual qualities—the subtle allusiveness, the solid selfhood of his children, the deep reassurance coming after anxiety and pain—but it has them in the extraordinary setting of a space mission to a new planet, with children as part of the crew because their special sensibilities are needed to make contact with local life forms. It is a very Mayneish concept. Puffin have also reprinted at 75p a Mayne favourite which is much more obviously typical, **No More School**, illustrated by Peter Warner, in which the small pupils of a village school run it as their own while their teacher is ill. Perhaps only adults, only teachers even, can get the fullest richness of this simple story.

How different from the schooldays of Jennings, back again in **Just Like Jennings**, by Anthony Buckeridge (Armada 60p). But even a fixed formula series like this, with its standard dormitory feasts and contrived muddles, has some impressive moments: a fine analysis of aborted discourse in a geography lesson that goes too well, and a delicious letter: "Dear Sir, I hope you are well and having weather. . . ." Rather more like William Mayne's school is the one run by L. M. Montgomery's **Anne of Avonlea** (Puffin 80p)—Anne of Green Gables growing up, and as agreeably fanciful and idealistic and sentimental as she was in 1925.

Like journeys, disasters make good centres. **Sinkhole** by Bill Leigh (Puffin 75p) plunges four children into a dangerous maze of underground tunnels, where the unhappy bully Butch learns that those he shares danger with are his friends. A more widespread movement of the earth is at the heart of Andrew Salkey's oddly constructed **Earthquake**; old Gran'pa's account of the Jamaican quake of 1907 is framed by his suburban grandchildren's games and their rescue of Marcus the gentle Rastafarian from a small but deadly landslip. A similar accident befalls a very different character, Veronica, one of the younger Wentworth children in **The Nightwatch Winter** (Puffin 85p); this family series by Jenny Overton will probably appeal to the same readers as enjoy Antonia Forest's stories about the Marlow family but has not quite the same richness; it strains a little too hard for depth and loses individuation.

Finally, for very young readers and listeners: Leila Berg's **My Dog Sunday**, illustrated by Peter Edwards (Puffin 60p) has her usual excellent sense of place and people. **Fairy Tales** by Alison Uttley chosen by Kathleen Lines (Puffin 85p), are tender and a little melancholy, while a Dr Seuss fairy tale, **The 500 Hats of Bartholomew Cubbins** (Picture Lions 75p) is absurd and cheerful. As for **The Little Girl and The Tiny Doll** by Edward and Aingelda Ardizzone (Young Puffin 65p), it is a perfect miniature, to be heard and looked at again and again.

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READING AND LANGUAGE BIBLIOGRAPHIES

Based on annotated lists by Elizabeth Goodacre

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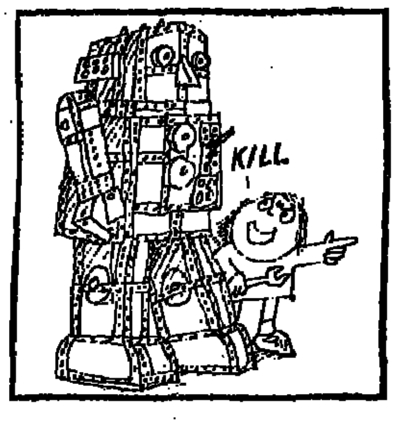
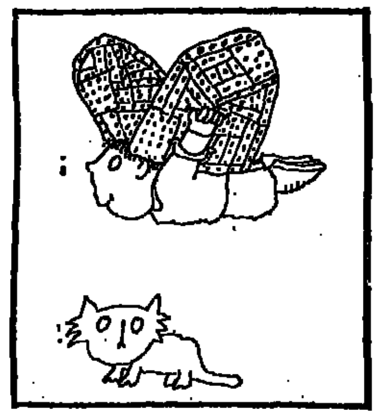
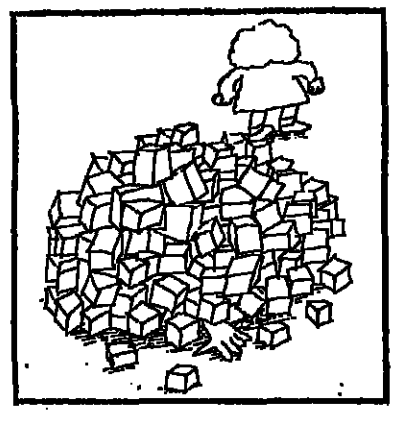
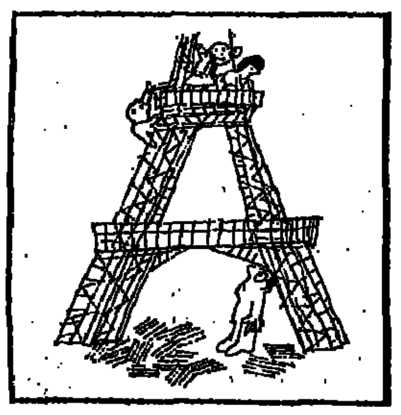
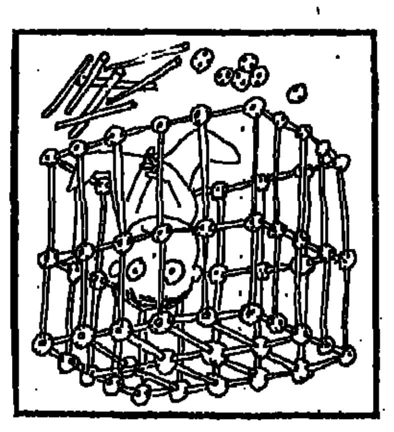
ELIZABETH MATTERSON surveys kits, models and toys designed for the junior building trade

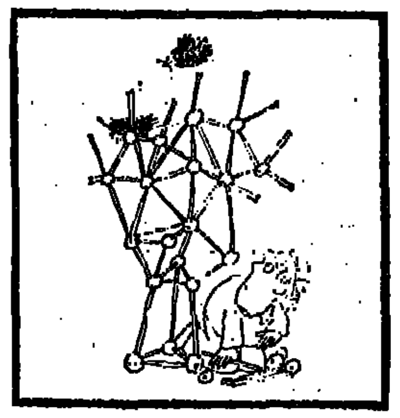












Construction toys are played with in many homes and in every playgroup, nursery class and day nursery; they are used in secondary schools for maths and science projects, and in higher education establishments for visual representations. Construction kits, with components made from materials such as cardboard, plastic, metal or wood, demand degrees of skill varying from the pressing out of cardboard shapes to the use of sophisticated tools. Making objects like clocks, boats and hi-fi equipment comes into the flourishing hobby market. Arriving at a definition of "construction toy" becomes more difficult as one examines the vast range.

The widest definition would include any collection of objects, materials or modules which can be combined to construct an object which is larger and different in shape from the materials from which it is made. Depending on the materials and the method of joining them, they may produce a specific object or offer scope for imaginative building. They will encourage manipulative skills, knowledge of spatial relationships, concentration and patience.

Some will demand cooperation; others, designed for older children and adults, will also benefit younger children who watch and absorb attitudes and skills. For the purpose of this survey, construction toys has been taken to mean those materials and sets which are made for children up to school age, which can be joined together efficiently to provide stable structures, and which can be taken apart so the materials can be used again.

The earliest construction materials are floor bricks, building cubes, graded beakers, or stacking toys which can be piled up or used for more complicated projects.

A further narrowing down of the definition of construction set would be those materials which provide modules which fit and match and have some linking feature which will hold the work stable while it is being worked on. These fall into roughly three categories.

- Those with a basic module and linking projections, such as Lego, Sticklebricks or Multilink cubes.
- Those with several basic modules which have holes and linking pieces such as rods or nuts and bolts. These include Matador, Meccano and Construct-O-Straws.
- Sets whose pieces are slotted together. Examples of these are Young Builder, Slot-O-Build and Octons.

Which set to choose will depend on many factors: whether the child or children have demonstrated some interest and ability in this type of material; value for money; length of time the set will be of interest. Children who are interested in realistic models may prefer to play with Lego, while imaginative children often enjoy a Matador type set which lends itself to less stereotyped models. Manipulative skill is another vital factor: will the child be able to assemble the pieces? The vexing question of where best to lay out money when the group or family already has one set, and has to decide whether to buy more of the same or a different type altogether can only be decided by careful consideration of the individual children.

Observations by adults working with groups of under-fives indicate that the most popular sets are Lego, and the Matador types. Matador, Meccano, small Lego and Stickle Bricks appear to encourage concentration, and the first three of this group seem to lead to the most imaginative construction. Some types of construction seem to need the support of an adult to encourage or to answer questions.

Other sets, particularly those which slot together, are more likely to encourage solitary play. Small Lego, for example, tends to be played with by one child, who has reached the stage of deciding what she or he wants to do before beginning, and does not want anyone to interfere.

Most construction sets are well designed and produced and offer excellent value for money, but there are some faults which should be avoided. Sometimes the pieces are not as strong as the child, and get broken or splintered. Sometimes pieces fit too tightly to assemble or too loosely to make a firm construction. Some sets with linked modules do not have enough links for the over-generous way inexperienced children use them, and of course pieces will always get lost. The following roups of construction sets all have interlocking modules.

INTERLOCKING MODULES

Lego Duplo. This is larger than standard Lego. The range for small children has been greatly extended and now includes figures, sturdy animals, wheels and parts to make up vehicles and nursery furniture. Prices range from £1.35 for a taxi to £19.90 for a farm set.

Abbatt Plastic Playbricks. These can be used for very young children. They are hollow polythene bricks in two sizes, with projections that fit into a recessed surface. Although they are expensive, and difficult to store, very large walls or towers can be quickly produced with them. Full sets of 38 whole and 8 half bricks cost £18.11, but sets can be built up gradually.

Multilink are 2cm cubes which click together. Young children can assemble them into simple items such as guns or daggers but their scope is limited and they are most likely to be used for pattern making or random fitting. These materials are often used for early maths work in schools, so familiarity could be valuable. One hundred cubes cost about £3.74.

Sticklebricks can be used from approximateley two years onwards. Sets contain various shapes, colours and sizes of Sticklebrick (which are like stiff plastic brushes), plus wheels and tyres. The bricks fit easily and firmly in any position. Older children who want to make specific structures find them limiting, but younger children enjoy the achievement of easy adhesion. The quoted price for a set is £2.95.

Little Houses (Susan Wynter) are very different from Sticklebricks, although they also interlock. The piecese are small plain wood blocks. There are three basic shapes, and roof pieces. The set would be useful for traffic play or road layouts. Little Houses costs £3.99 a set from Toy Trumpet Workshops.

COUPLED MODULES

The next progression in construction toys is met by sets with modules joined by simple push-fit linking pieces. The most familiar and popular are wooden pieces coupled by dowels. This system is readily understood by children who have already had experience of the early fitting toys.

Galt First Construction Set is a selection of plain wood cylinders, squares and rectangles, cubes, circles and linking rods, which are compatible with Galt Floor Bricks. They are simpler than most sets in that the holes are drilled only at right angles to the surface of the pieces—which leads to straightforward building in two planes to give squarish constructions. The set is supplied in a hard wearing canvas draw-string bag, and costs about £75.

Matador Oversize (Abbatt Play Specials catalogue). This kit is a larger wooden construction set, again consisting of blocks, wheels and dowels with holes drilled at right angles. The pieces represent an excellent attempt to produce materials for young and handicapped children. Fifty pieces in a drawstring bag cost about £8.

Abbatt Wooden Construction Set (Abbatt Play Specials catalogue). The set looks very like those already described, but there are more holes in the basic pieces, and angles which allow for much more complicated constructions. The basic set of 80 pieces costs about £27.90. Pieces can be replaced or the set added to.

Connector (Abbatt Play Specials catalogue) also has large pieces, with holes at a variety of angles. There are various sizes of sets, the larger ones being supplied in wooden boxes which can be incorporated into the construction. Prices start at £6.84.

Red Click (Early Learning) is included in this grouping as it consists of flat pieces, rods, wheels and joints which push together. The joining rods are integral to the set, rather than just links. They have pincer ends which click round each other. The red, yellow and blue pieces are made from very strong plastic which is pleasant and firm to handle. The models which can be made from Red Click are rather stylized, but the set makes a pleasant change from many other types of construction toy, and is reasonably priced at £4.25.

Kugeli (Abbatt Play Specials catalogue). This consists of rigid white plastic rods of varying lengths which fit into coloured plastic balls. Each ball has 26 holes. They can be linked to give a skeletal outline, or used for experiments. This material is probably more useful for model construction at higher levels. It costs £8.25 a set.

Construct O Straws (Cochranes of Oxford) are illustrated in most catalogues and can be found in retail shops. They are flexible plastic straws which can be cut, and are linked by being pushed on to spoked wheels. Young children are attracted by the bright colours, but left to their own devices will achieve little more than fiddling. They would probably enjoy helping an adult make a mobile. The last available price was £2.97 a pack.

Busy Bits (Early Learning) is a collection of strong, flat, flexible shapes in a variety of colours and sizes. A fair amount of strength is needed to fit them together, but once joined they stay firm. The shapes do not lend themselves to making any specific structure but offer a cheap introduction to fitting, and their variety gives useful sorting practice. Busy Bits cost £1.55 a set.

Octons (Galts) are similar to Busy Bits, but provide only one shape in six colours. Again no specific shapes can be made. £5.45 a set.

Figure Craft (Early Learning and others) A cardboard drum contains a collection of coloured plastic pieces including triangular bases, single layer shapes in different sizes and colours, and large double and triple layered shapes. The single pieces "sandwich" into the recessed slot edges of the double and triple layer pieces. The colours are attractive and the plastic of reasonable quality, but some of the pieces are very tiny and the long thin shapes will snap, which could be a problem in a household with young babies. £3.25 a set.

Slot-O-Build (Daniel Teacher Aids) This set contains twenty large (9½ x 5½ inch) plastic rectangles in four colours. Each rectangle has five slots on the longer edges. Although this set makes a comparatively large building the pieces are very difficult to assemble, and the construction is not stable until it is locked in place by the last piece. £6.25 a set.

Susan Wynter Farm. The slotting together aspect of this toy is subsidiary to its function as a farm set. It has a base in two parts which join with a jig-saw projection, fences and gates, three buildings and a ladder. The parts are of wood, and some are coloured. £12.95 from Toy Trumpet Workshops.

CONSTRUCTION WITH TOOLS

There are several wooden sets similar to Slot-O-Build, including Young Builder, designed by Susan Wynter (Toy Trumpet Workshops, £9.95), Young Master Builder (Abbatt Toys, £5.80), Junior Architect (Abbatt Toys, £23.17). The last major type of construction set comprises modules drilled with holes to take nuts and bolts or screws. As it involves tools, this type of set appeals to a different age and stage.

Plastic Meccano (Abbatt catalogue). This is an updated version of the old favourite. The set contains large plastic strips, nuts, bolts, gears and wheels in bright colours, and is suitable for younger children than its predecessor. It covers several years of construction activity, and costs £7.35 for 125 pieces or £13.45 for 2[illegible] pieces.

Beaufix (Early Learning) is a wooden set in plain and coloured pieces providing Meccano type strips, and blocks to be joined with wooden screws and bolts. A wooden screwdriver and a plastic spanner are included. There are also tyred wheels and washer spacers. It looks bright and attractive, and interesting objects can be made, but the wooden screw threads in the main pieces are rather rough and the screws and bolts tend to snap if they are forced. £5.50 a set.

Escor Construction Set (Escor Toys Ltd, most educational suppliers, and retail shops). This is a beautifully produced collection of painted wooden pieces which make vehicles. Polythene nuts fasten on the wheels. The set is very good value at £10.34, since it will make three different vehicles.

Giant Engineer (Abbatt catalogue) This must be the ultimate construction set. The giant wooden pieces fit together with nuts and bolts and include tyred wheels to make life size working models. Competent five year olds would get a great deal of pleasure from Giant Engineer, and it would be useful in family grouped school classes. The drawback is the price—last quoted at £82.50 for 109 pieces.

Having decided to buy a construction set, the basic points to consider are: the ability of the child who will use it; how much can be spent and what represents the best value; whether it would be sensible to buy a basic set which could gradually be added to; and whether the pieces may constitute a hazard. It is a good idea to look at as many sets as possible before buying, whether at educational suppliers or local shops and to ask the advice of the local nursery school or group.

ADDRESSES

Susan Wynter Toys, Toy Trumpet Workshops, Church Road, Brightlingsea, Essex.

Escor Toys Ltd, Grovely Road, Christchurch, Dorset.

Abbatt Toys, Paul and Marjorie Abbatt Toys Ltd, Pinnacles, PO Box 22, Harlow, Essex.

Lego UK Ltd, Wrexham, Clwyd LL13 9UH.

Early Learning, 11 Crown Street, Reading.

Daniel Teacher Aids, Cherry Tree House, Davey Lane, Alderley Edge, Cheshire.

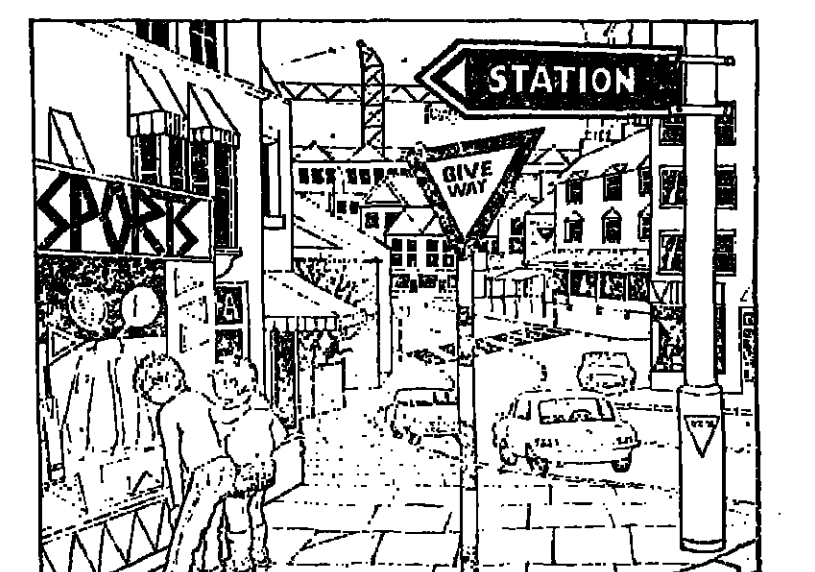
Cochranes of Oxford Ltd, Leafield, Oxford.

John Adams Toys Ltd, Crazies Hill, Wargrave, Berkshire.

Galt Toys, James Galt and Co Ltd, Brookfield Road, Cheadle, Cheshire.

Maths options multiplied

PAUL McGEE reviews the Kent Mathematics Project



Kent Mathematics Project
Levels 1-4 available at £78 per level. Levels 5-9 will be published at the end of 1981. KMP levels L1 (for slow learners) is available at £58. The three levels for slow learners are expected to be available by June 1980 at a total price of £144. Ward Lock Educational, 116 Baker Street, W1.

Schools which are appraising their mathematics work in the light of all the recent discussions, surveys and documents could find that the *Kent Mathematics Project* (KMP) has something worthwhile to offer them. It seeks to provide each child with a unique course in mathematics, while giving teachers a flexible scheme which uses their teaching skills and provides them with a means of assessment and diagnosis. It does this through a series of eight levels of work designed for abilities from that of the average nine-year-old up to O level. There is a ninth level for pupils with exceptional ability, and a Schools Council Project which provides three levels of work for slow learners from 12 to 16.

KMP is a material bank of workcards, booklets and cassette tapes organized into 10 mathematical categories: number structure; number, calculating; geometry, plane; algebra; geometry, solid; statistics; graphical; sets and groups; topology; and computer technology. Materials for slow learners avoid using either algebra or computer technology. The materials have been designed by about 30 people, mostly teachers, over the past 12 years. During this time it has been tested by about 35,000 pupils, and all the published material has passed an "80–80-80" test, i e, it has been considered 80 per cent successful with 80 per cent of the pupils by 80 per cent of the teachers.

From a workcard on "Weight". Above right: from a workcard on "Triangles".

All the materials are colour coded, to identify level, concept and speed. The speeds of learning are fast (F), medium (M), slow (S) and very slow (L). These speeds relate to verbal ability and pace of learning expected. The complete KMP material bank contains about 1,200 tasks giving 2,000 presentations; some materials, such as mathematical games, can be used for more than one ability level.

Basic concepts are frequently given for all four speeds of learning because of their importance. There are no S materials above level 4, which is seen as the attainment level for the 16-year-old slow learner. The L materials are sold separately although they retain similar colour and coding schemes. The assignment of F, M, S, and L categories to a pupil is not necessarily permanent. Children may be fast at one topic, perhaps numerical work, but slow at another, possibly geometry.

The progression of concepts is shown by the network chart for each level. By following the network the teacher should ensure that pupils are assigned appropriate tasks. Each pupil is given a matrix of 12 tasks which can be completed in any order unless the teacher imposes some particular order on some or all of the tasks. This freedom of choice could lead to the situation where there are more pupils wanting to complete a task than there are resources available. There is one notwok per pupil per level and this forms the teacher's record of the pupil's progress while the matrix forms the pupil's record of the work that he or she is currently doing. Each task is designed to take between 30 minutes and three hours to complete and, on average, pupils complete between three and five matrices per year.

Pupils are assigned their first matrix from the results of an entrance test. They work through the matrix, consulting the teacher where necessary. At the end of the matrix the pupil takes a test on the work which has been completed. While the teachers is marking the test, the pupil is working on a free choice task. After marking the test, the teacher checks on weaknesses and uses the result of the test to assign the next matrix of work.

Most of the tasks are workcards which provide a stimulating range of mathematical activities using simple language, clear instructions and pleasing pictures, and giving all the answers. This strategy has been adopted to make sure that pupils have confidence in what they are doing before they move to further parts of the workcard. It also reduces the teacher's marking load, and the matrix test will expose misuse. Some workcards also use cassette tapes to cover topics which would be too wordy if written down. The tapes are well produced and well paced. With the current concern about the lack of achievement in mathematics by girls it is very disappointing that all the speakers are male.

For topics which need a more sustained development there are booklets varying from the one very good booklet on fractions in Level One to the ten less satisfactory booklets in Level Four. Some of the material seems to need fuller treatment than the booklet give. In the booklet on cancelling the following statement appears: 4 (÷ 2) = 2, 6 (÷ 2) = 3; and in the section on decimals it is claimed that writing 0.35 as 0.350 when subtracting 0.076 helps accuracy. In each case, what is being done is satisfactory but the explanation is unhelpfully brief.

It is not intended that the Kent Mathematics Project provides the pupils with all their mathematical experiences or that individual working is always the best method. Some of the tasks ask pupils to work in pairs and the HMI document "Mathematics 5-11" makes clear the importance of a dialogue between pupil and teacher in the formation of concepts. This naturally leads to group working while KMP provides the rest of the class with their own work at the correct level.

Some schools also use class teaching as a means of teaching topics and an average class could easily use four levels. KMP estimate that a four-form-entry school would need three sets of the material for the scheme to work satisfactorily. The more classes that use the material, the more economic it becomes, which encourages its total implementation.

The material available at the moment is for levels 1-4 of the mainstream course and level 1 of the slow learners. Levels 5-8 which take pupils up to CSE and O level will be available from autumn 1980. The teachers' guides for these will explain how KMP materials can be used with examination classes. Details of early results of comparing KMP with CSE results are available from KMP, West Kent Teachers' Centre, Deacon Court, Culverden Park, Tunbridge Wells, Kent (0892 36277). Also available are some interesting accounts of KMP successes with some very able pupils.

Some which are to be used as a basis for homework because of the difficulty of setting individualised homework.

The problem of group teaching is well covered in the teacher's guide. The KMP workcards are well produced on shiny semi-stiff card. To be economic the whole set needs to be kept in the classroom and this gives problems of how homework can be used to reinforce the topics the pupil is working on in class. There seems to be a need for a much cheaper set of practice cards for use as homework. One of the claims made by KMP is that the extra administration time for the scheme is compensated for by the reduced lesson preparation. Without practice sheets this advantage could easily be lost.

The teachers' guides are well written and contain much useful information about the design and use of the scheme. The guide for the Schools Council slow learners' scheme is particularly good with helpful notes on errors that pupils make; the importance of speaking; the use of apparatus; the need for practice; and an invaluable section on how to organize topic work. It seems a great pity that these notes are not included in the mainstream teacher's guide. All the points are equally applicable to average pupils and if fully understood by more

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Following orders

ANDREW ROTHERY reviews the Nuffield Mathematics 5-11 Project

Nuffield Mathematics 5-11
General editor, Eric A. Albany
Nuffield Mathematics 1 Teacher's handbook, £4
Nuffield Mathematics 2 Teacher's handbook, £4
Worksheets: Packs A-L provide 12 copies of each of 336 expendable worksheets for £42.
Bronto Books: Sets A-D, 24 non-expendable books; in all, £6
Published by Longman, Harlow, Essex

Now that Part 2 of *Nuffield Mathematics 5-11* is published, infant teachers can buy materials for a complete infant level course. Parts 1 and 2 together cover the age range from rising five- to seven-year-olds. The first part of the scheme was reviewed in the *TES*, November 30, 1979.

Two teacher's handbooks provide a large number of suggested activities, and with information on their organization. Pupils' materials consist of expendable worksheets printed as four-page leaflets. Altogether there are 336 of these, sold in packs of 12. The third component of the Nuffield package is a set of 24 small books; the Bronto books. These are rather like reading books, designed to assist children develop vocabulary and reading skills in mathematics.

The mathematical content is very down-to-earth, and many of the often puzzling modern mathematics approaches found in rival schemes have been avoided altogether. Both the teacher's handbooks and pupils' worksheets avoid undue modern terminology and mathematical notation. Some references to sets and arrows used in a mapping sense are retained. The work is organized into number, length, shape and space, weight, time, money and capacity. About half the course is devoted to number.

The approach to number begins in Part 1 with a straightforward treatment of sorting, matching, counting and addition bonds up to 10. In Part 2, addition is extended to totals up to 20; subtraction involving numbers up to 20 is started and completed.

Multiplication is introduced in a practical way dealing with products such as 3×5, 5×2, 4×3 etc, where the answers go up to about 30. Division is introduced through sharing, repeated subtraction, and, more advanced, as the inverse of multiplication.

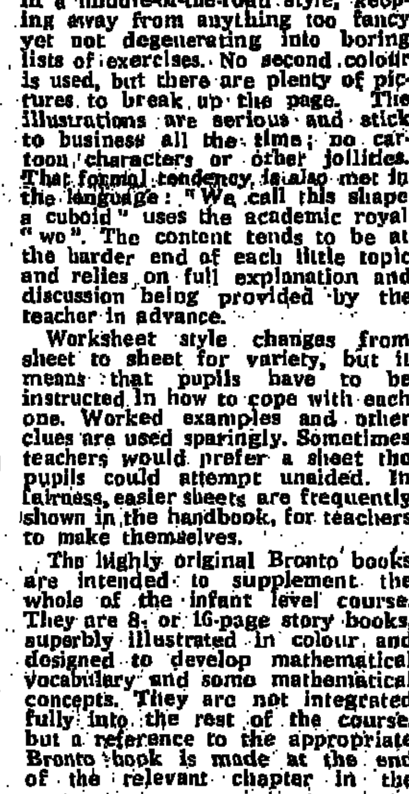
There is a first look at place value where the introductory work is grouping in threes, fours, fives, and so on, finishing with tens and units. The place value work was not as clearly planned as the other number topics and it seems surprising that there were so few opportunities for counting and simple recognition experience with larger numbers.

The money and shopping activities keep in line with the number skills developed. The treatment of time covers telling the time to the nearest five minutes. The measurement activities in Part 2 are geared completely to giving experience of certain standard units, namely the kilogram, half kilogram, 100-gram weight, litre, half and quarter litre, metre and centimetre. It is a shame that more simple problem-solving activities could not be included in the teacher's guide. With the exception of the application of weight units in cooking, it seemed that all the emphasis was on facts about these units, rather than on their uses.

The second teacher's handbook maintains the same high standard of illustration and clear presentation to be found in the first. Together they constitute a comprehensive and detailed guide to materials and activities in infant mathematics teaching. The work is broken up into units and, though there is flexibility in the order in which these units may be taught, a suggested order is given.

The text goes through the stages for each topic, making general suggestions for teaching and giving examples of equipment to make, games, and specimen home-made worksheets. Finally, it shows reduced-size replicas of the commercially available worksheets. This detail is both the main strength and the main weakness of the scheme. New teachers and students in training will enjoy the blow-by-blow accounts of how to teach, but experienced teachers may well find that having to work from a manual is restrictive.

The worksheets are not self-contained, and rely on the teacher carrying out at least the basic activities in the handbook and making up some of the worksheets. Teachers will have to study the book fairly closely to sort out the key stages, and could be irritated by having to wade through anecdotes and procedural hints.



From a Bronto book on "Action words".

Teachers who like to respond to the children's own suggestions and relate to approaches they have thought out for themselves will find that most of the emphasis in *Nuffield Mathematics* is on telling children what to do. That mirrors the style of the handbook, which tells teachers what to do.

The write-in worksheets accompanying the handbooks are written in a middle-of-the-road style, keeping away from anything too fancy yet not degenerating into boring lists of exercises. No second colour is used, but there are plenty of pictures to break up the page. The illustrations are serious and stick to business all the time; no cartoon characters or other jollities. That formal tendency is also met in the language: "We call this shape a cuboid" uses the academic royal "we". The content tends to be at the harder end of each little topic and relies on full explanation and discussion being provided by the teacher in advance.

Worksheet style changes from sheet to sheet for variety, but it means that pupils have to be instructed in how to cope with each one. Worked examples and other clues are used sparingly. Sometimes teachers would prefer a sheet the pupils could attempt unaided. In fairness, easier sheets are frequently shown in the handbook, for teachers to make themselves.

The highly original Bronto books are intended to supplement the whole of the infant level course. They are 8- or 16-page story books, superbly illustrated in colour and designed to develop mathematical vocabulary and some mathematical concepts. They are not integrated fully into the rest of the course, but a reference to the appropriate Bronto book is made at the end of the relevant chapter in the teachers handbook. They would be a useful acquisition for the classroom library or reading-corner whatever mathematics scheme the teacher is using.

Nuffield Mathematics 5-11, Parts 1 and 2 are well worth the attention of infant teachers. The handbooks are a useful reference for any teacher even if the school is not fully committed to using the scheme. The Bronto books are also well worth having independently. The worksheets would not be usable without the teacher undertaking to follow the handbook and prepare at least a central core of the suggested activities and home-made apparatus. For school and teachers prepared to work this way, the scheme provides a most satisfactory infant mathematics course.

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Bible places

by David Self

The Holy Land
Sets of 9 colour slides
Published by Woodmansterne and available from the Slide Centre, 143 Chatham Road, London SW11. £2.10 plus VAT for each set.

The chances are that if you want to organize a slide lecture on the Holy Land you will be swamped with pilgrims, tourists and "authorities" *only too eager to project their slides and memories.*

There will be other, less formal, occasions when teachers and discussion group leaders will wish to illustrate the historical and religious sites of the Holy Land, and then they will find these new sets of slides from Woodmansterne particularly useful. They should be warned, however, that the slides are illuminating rather than gripping, revealing for those who know their Bible rather than informative at a basic level.

Indeed, with the exception of one beautiful picture of the Garden of Gethsemane, they could be confusing rather than helpful to the younger pupil. This is one of the main characteristics of the Holy Land: it is not what you expect it to be. Jerusalem the Golden is Islamic as well as Christian and Jewish, Bethlehem's basilica demonstrates the lavish love and wealth of the centuries as much as the humility of Christ's birth, and modern rites reflect Catholic and Orthodox grandeur rather than gospel innocence.

However, there are some most instructive views among these collections. Notable are the pictures of the Wailing Wall in the *Jewish Jerusalem* set, the Palm Sunday procession and the view of Bethlehem from the Shepherds' Field. As impressive in another way are the landscapes around Masada, that rocky outcrop overlooking the Dead Sea which served as a fortress for Jewish zealots in their struggle against Roman domination.

Less atmospheric are some of the many unpopulated buildings in Bethlehem and Jerusalem. Certainly it is pleasant to see these sites without crowds of tourists, but the bare bones of David's Tower in Old Jerusalem, modern rooftop views and empty churches do little to convey much sense of the Middle Eastern way of life or Biblical truth.

Many of the places are more legendary than historical and these factual, down to earth scenes emphasize that. Archaeologically, David's Tower has nothing to do with Jewish Jerusalem: it is part of a fourteenth-century Moslem citadel. The luxurious basilica of the Nativity has little in common with a humble stable, and the bishops and convent pupils who form the Palm Sunday procession do not really evoke that original entry on an ass.

These discrepancies are obviously not the fault of the slides. Such faults are in reality, and apart from the occasional ill-framed shot, the slides are technically excellent and the colour quality is especially pleasing. More explicit notes would have been welcome, but the selective teacher will have little trouble in building an interesting programme out of these different sets for use in class or in assembly.

Among the sets available are ones on "Jewish Jerusalem", "Christian Jerusalem", "Moslem Jerusalem", "Palm Sunday", "Bethlehem", "Nazareth" and "Masada". A catalogue is available on request.

On the farm

Farmers and teachers will mee Staffordshire College in Apri discuss ways in which the farm c become an educational reso The conference is organized b Association of Agriculture, Council for Environmental Ed tion, the Countryside Commi the Country Landowners' As tion, the National Farmers' Un and Staffordshire county cou and it seeks to establish a pa for the development of farm-b education. Afterwards the spon hope to publish advisory mate for both farmers and teachers.

"The Farmer and the Teache the farm as an educational source," will be held at Staff shire College of Agriculture, R baston, Penkridge, Stafford from Friday, April 11-Sunday, A 13, 1980.

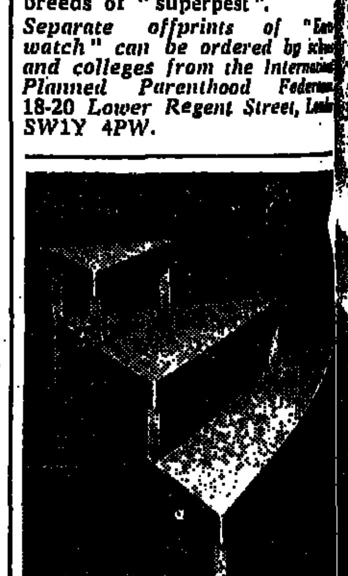
Inquiries to the General Secre Association of Agriculture, Vic Chambers, 16-20 Strutton Gro London SW1 2HP.

Fast disappearing

Forests are disappearing at the r of 50 acres a minute; 80 per c of Third World illness is linked water problems; 20,000 pl species are now in danger of ex tion.

Earthwatch, a new environme briefing supplement of *People*, quarterly journal of the In national Planned Parenthood Fe ation, presents a familiar range conservation and pollution ni mares in its first issue, out t week. Brian Johnson, of the In national Institute for Environ and Development, writes of the real threat of a treeless Th World. Anil Agarwal examines breeds of "superpest".

Separate offprints of "Ea watch" can be ordered by sch and colleges from the Internat Planned Parenthood Federa 18-20 Lower Regent Street, Lon SW1Y 4PW.



Triangular step units—a recen addition to the King Cole Stag System. Each unit has a remo able chipboard floor. Further details from: King Col Tube Bending Company Ltd, Buckland Road, Pen Mill Trad Estate, Yeovil, Somerset BA 5EJ.

Letter writing

The Fordigraph Division of Ofrex Ltd have produced a series of hea resistant dry transfer lettering designed to add a professional touch to visual aids. Fordigraph AV lettering, the company says can withstand exposure to heat and will not curl up or become distorted or dislodged when passed through an infra-red copying machine. Th lettering is available in a choi of styles and sizes.

Fordigraph Division of Ofrex Lt Ofrex House, Stephen Street, Lo don W1A 1EA.

"Television and the Family" is th title of a conference arranged b the University of London Depa ment of Extra-Mural Studies, an the UK Association for the Inte national Year of the Child to b held on March 4-6. Speakers wil include Penelope Leach, author an psychologist, Brian Groombridge the University of London, Depa ment of Extra-Mural Studies, an Lady Plowden.

Information and application for can be obtained from the Direct Room G63, Department of Ext Mural Studies, University of Lo don, 26 Russell Square, Lon WC1B 5DQ.

Endangered species in numerous disguises

by M. J. Clark

Regional Geography of the Netherlands
by P. and G. Corrigan. £4.05 (plus VAT).
Urban Geography
Sussex Tapes by Peter Hall. £6.50 (cassette) or £7.50 (reel to reel). Educational Productions Ltd, Bradford Road, East Ardsley, Wakefield, West Yorkshire.

Despite being on the "endangered species" list for the last two decades, regional geography appears to be alive, well and living under numerous disguises. It is with no sense of criticism that one might suggest that *Regional Geography of the Netherlands* would have won as many enthusiastic friends in the 1960s as it undoubtedly will today. The aim of bringing order and understanding to the multiplicity of facets which contribute to the geography of any country remains valid, important and challenging—and in such a context this filmstrip will certainly be well received.

In 41 colour frames it gives a vivid and interesting introduction to the major components of each of the Netherlands' regions. At the same time, unlike more traditional products, a real effort is made to transcend regional fragmentation by identifying themes of national significance such as industrialization, urban redevelopment and recreation. All the same, the focus is clearly on local detail rather than national or international perspective—though this may in part reflect the need to avoid overlapping other filmstrips in the series. The technical quality of the presentation is good, and the strip is accompanied by an excellent 52-page booklet.

Since the main competitor of traditional regional geography has been a growing emphasis on process-based systematic study, it is interesting that the same company has released the Sussex Tapes' recording of Professor Peter Hall in a conversation on *Urban Geography*. In Part One, Professor Hall considers the nature and causes of urban growth to create very large cities, drawing instructive distinctions between the implications for "advanced" and "third world" countries. Part Two relates aspects of the urban model to transport development, showing not only a relationship with overall urban growth but also with the location of various urban functions.

This unashamedly academic approach makes the tape appropriate to considerably older students than is the case with the Netherlands filmstrip, but the presentation is not dull. Indeed, the questions raised and innovative views expressed should do much to stimulate and motivate potential urban geographers.

Although quite expensive, such recordings offer the committed student a valuable opportunity to hear the personal views of established researchers in a less formal and condensed mode than is achieved by most texts. Regrettably, the technical quality of the recording is so lamentable that one wonders how a reputable company could possibly accept such amateur standards.

Toys for miniature adults

by Ray Rushton

Toys with the Idea
Castle Museum, Norwich. Until March 23.

This exhibition goes back 200 years, to a society which attempted to turn children into adults as quickly as possible, and the emphasis was adult. It will also be seen that in the early days of Queen Victoria the adult was predominantly middle class and the appeal, through the propaganda of the toy, was to competitiveness, Empire building and leadership, Protestant Christian dogmatism, and an overweening desire to succeed.

But, although tarnished for years by a [illegible] the Victorian [illegible] cation. Like the other factors that made up his ethos, this was mirrored in the numerous "educational" toys that found their way to middle class nurseries and drawing rooms. To the Victorian there was a price for everything, and the price for the enjoyment of toys was learning.

Alphabet bricks, spelling games and literary, geographical, historical, even "religious" race games were invented—all suitable for table tops. Two dimensional at first, these moved into three, prompted by such late Victorian discoveries as lithography, with pictures being implanted on to soft wood of free-standing blocks. The children of the new bourgeoisie threw dice to find who would be the first to convert the heathen, explore Africa or move to the Celestial City with Bunyan's Christian.

Germany, the rising centre of technical education gave us our first, simple constructional toys in the closing years of the nineteenth century, and the nostalgic delights with which this exhibition comes to a chronological end.

The criterion for the setting up of this show with items drawn from three Norfolk museums was that the child must be encouraged to make an active approach. Some toys are more educational than others; there are no dolls, or anything purely ornamental here.

Jigsaw puzzles are something of a speciality however, and often the basis of terrible addiction. The oldest item in this exhibition is a jigsaw map of Africa, made in 1772. For a time, jigsaws remained geographical, with country boundaries marking the edges of pieces. Then they moved into history and literature, eventually exploding into the 1000 piece monstrosities of today. They even moved down the age range to cuboid bricks, enabling toddlers to make up any of six pictures. Lying like crazy paving here is General Gordon, David Slaying the Lion, Soldiers of the Queen and other "improving" visuals.

I suppose it is a testimonial to the persistence of those stiffnecked ideals of a century or more ago that the sophisticated equivalents of all these exhibits can be found in any department store.

Tell-tales

Explore-a-story (age nine to 13) 4 packs £1.80 each.
ILEA Learning Materials Centre, Highbury Station Road, N1.

Explore-a-story, designed for 9-13-year-olds, is a collection of historical and folk stories. The historical ones are about resistance to various sorts of oppression, and tell of Spartacus, Marcus Garvey, Odysseus, Toussaint L'Ouverture, a Maori leader, and a poor eighteenth-century Englishwoman struggling to avoid the workhouse. They are simply and sometimes ingeniously told, carefully emphasizing qualities of dignity and perseverence. Underlying the choice of subjects is the assumption, which sometimes receives extra emphasis, that it is important to compare a pattern of events in the past with equivalent events now.

The folk tales are perhaps less successful, in that many of them do not seem very substantial. They come from a variety of places, Iceland, Turkey, China among others and are about identity, or secret names which people have to guess, or heroes outwitting enemies.

Each of these packs comes with a teacher's booklet, which carefully explains why particular stories have been chose, and how they can be introduced, and suggests other books and activities. The aims are spelt out clearly: cultural pluralism, not cultural uniformity. Stories are stories and should be enjoyed as such but in the power to select, the teacher or publisher can exercise a crucial influence. In a history lesson, for instance, Toussaint L'Ouverture deserves quite as much space as Wilberforce.

Anne Barnes

ETV

Messages in the print

by Roy Blatchford

Communicate!
BBC television. Mondays 9.52-10.12; Wednesdays 14.40-15.00
Working
Independent television. Tuesdays 10.35-11.00

The BBC's new series "Communicate!" is a pointed investigation of the language of professional writers. Our culture is embedded in the power of the printed word. From newspaper reports, magazine features, advertising copy and novels to radio and television scripts, posters, campaign broadsheets and cartoon captions, writing is essentially a highly social experience. The inquiring format of the ten programmes (there are five left to run this term) is to examine many of these areas of professional writing and to encourage teenage pupils to look at their own command and use of English.

Launching the series, *Journalism* offered the most explicit discussion of the writing process, neatly contrasting the journalistic techniques of the *Daily Star's* sports reporter with those of a feature writer for a monthly teenage magazine. The importance of a punchy first paragraph, use of concise vocabulary, the editing down of interview material, the balance between illustration and words and the role of the sub-editor were among a range of questions lucidly explored.

The writer organizing material from various sources was the study of this week's transmission, *Inside Radio*, which summoned an intriguing gallery of broadcasters. Noel Edmonds in his almost entirely unscripted show, the local radio trailed on a Youth Employment [illegible] freelance reporter gathering interviews for a regional news slot illuminated the skills of [illegible] and recasting language [illegible]. In particular, the [illegible] dramatic approach, [illegible] drew a parallel between [illegible] tape and paragraphs on [illegible] would be well worth pursuing in the classroom.

Preparing a Television Programme reinforced the notion of marshalling information, selecting, editing and rewriting a script before being ready to broadcast. In this instance we followed the *Nationwide* team preparing their daily diary of high-speed news. Series producer Andrée Molyneux's crisp direction focused attention on the frenetic urgency of the editorial office, the researcher laboriously checking facts and shaping the story, the use of auto-cue, and the production assistant's meticulous timing of the items.

Cartoonist began by asking "Is a picture worth a thousand words?" Peter Maddocks's swift drawing pen answered in the affirmative. The camera traced his working day spent transforming news headlines and cookery recipes into slick, witty cartoons, the emphasis on the programme centring on the professional's skilled synthesis of ideas and interpretation in picture form. As with other programmes in the series, the talisman word "communicate" was uneasily tacked on in a closing sequence, a reminder that teachers must draw together the underlying issues.

In *Advertising* the medium almost usurped the message, the colourful glamorising images readily eclipsing the focal question of how words and images serve as mnemonics to condition the viewer. But the significant achievement of the series is to have provided teachers of the 13 to 16 group with a practical and entertaining resource that helps demystify the process of writing and elucidates the practice of manipulating language.

From the schools' standpoint the merit of both "Communicate!" and the new unit in this term's "The English Programme" is that, once video-recorded, the programmes will happily integrate into an English, social or media studies syllabus. The "Working" unit contains three examples of the single television play, a situation comedy and an episode from a long running serial which cast an amusing, uncompromising, at times profoundly depressing eye over the world of work.

The Boy With The Transistor Radio (to be transmitted February 26) is Willie Russell in his familiar territory of adolescent frustration in the depressed, anarchic, dirty inner-city landscape of smashed telephone boxes. In an attempt to stave off the realities of the dole queue or a factory job, school-leaver Terry immerses himself in his favourite disc-jockey's never-never land. Brilliantly scripted, apart from an over avuncular headteacher, and powerfully acted, the play is a forceful condemnation of the school system. The climactic scene—film of punk hero Sid Vicious in defiantly nihilistic mood—is an unforgettable expression of teenage despair and disillusion.

Equally zestful in its statement is 13-year-old Yolanda Casey's play *Strike* (March 11) based on her father's experience of a union dispute and charting its effect on various families within the work community with a rare sensitivity and naturalism. Again handsomely directed by John Phillips, individual performances in the union club rooms are well observed.

The young female leaver's plight is picked up in the less successful *Good Prospects* (March 4). The narrow studio setting and occasionally flat performances do less than justice to a script concerned with the dilemma of the industrious but poorly rewarded white-collar-worker. The situation comedy chosen for the series is *George and Mildred* (March 18), a chuckling adventure about the workshy George, while *Emmerdale Farm* (March 25) extends its characteristic and endearing everyday tales of farming folk.

In bringing together different genres of television drama, teachers have the rare opportunity to raise debate among pupils about the nature and quality of television output, with especial reference to mainstream viewing. And in the simultaneous publication from Hutchinson of the five scripts in one volume (*Working*, edited by David Self) there is a rare opportunity to integrate screen and page so as to widen discussion about the interpretation of texts and the key question of communication.

Complicated trailer

by [illegible] Hill

[illegible] the BBC, or at least that part [illegible] organization responsible for the overall distribution of resources, is bent on committing educational Hari Kari by making disastrous proposals for huge cuts in its education output, ITV seems to be in buoyant mood. A new series of five French programmes starts next week called "Action Télé" (Thursdays 10.26 all regions, Wednesdays, 10.33 some regions).

The series has emerged alongside the new Nelson course called *Action*, written by Michael Buckby and a team from York University. The basic materials have been pretested with some 1,400 pupils, and significant claims are made for improvement in attitudes and aptitude.

At the core of the *Action* development is the recognition that language teaching should be about helping pupils to communicate, according to prescribed learning goals related to language activities and backed up by graded syllabuses and tests. Each television programme provides reinforcement linked to groups of items in the York/Nelson graded syllabus.

The television series is described as a resource, with 19 sections to be dipped into at appropriate times in the year. There is a compendium of documentary films, songs, sketches, mock examinations, quiz games and grammar explanations. The documentary film sections will be the most universally usable but great emphasis has been laid on pairing down the vocabulary of all the items to ensure that they are geared to beginners.

One innovation which should prove popular is the direct link between the learning goals set for English children and film of their counterparts in France interpreting the various activities, showing that what we have to learn here is, in fact, real French.

The first programme starts in the French Lycée in London with its pupils introducing themselves. After this comes games and puppet making (a pattern for this is included in the "French Studies Pack", £8). Part of the second programme was filmed on July 14, and the fun of the carnival is followed by songs about two Martians and their exploits in a Paris office.

Programme three features leisure activities. The camera has captured some delightful interviews with French children, while the next programme deals with eating and drinking, including a recipe for *croque-monsieur*. As a finale the production team followed a school class to Boulogne.

Thames have emphasized that this term's showing should be treated as a preview. They ask for detailed feed-back to enable them to alter both the accompanying "Teachers Notes" and the programmes themselves. There is a commitment to change up to half of the programme content, should that prove necessary, after the first showing and before the first repeat in the autumn.

After viewing the present series I'm left with the feeling that a lot of exciting ideas, not to mention energy and money, have been created or expended but that hard-pressed teachers will have difficulty in understanding the overall organization of the content. This edition of the "Teachers' Notes" is fairly speculative, neither reflecting accurately nor thoroughly the programme content. Trying to use the materials is rather like searching through a reference book without an index.

Film

Elementary

Formula for the Future
16mm colour. Optical sound. 22 minutes.
Free loan from the Librarian, Chemical and Allied Products Industry Training Board, Staines House, 158-162 High Street, Staines, Middx, TW18 4AT.

The choice of audio-visual resources for careers teachers will soon be as confusing as is the choice of career for the school or college leaver. The Chemical and Allied Products Industry Training Board (CAP/ITB), already noted for its innovative school-to-work "Bridge" project, has added its voice to industrial and professional appeals for the talents of school leavers. It has sponsored a film and a tape-slide programme (reviewed in the Resources pages), aimed at the 16-year-old school leaver and 13-year-old respectively.

Formula for the Future gives a refreshingly unsensational and surprisingly comprehensive review of career openings in the chemical industry for 16-year-olds, perhaps with CSEs or O levels, who are not interested in further academic study.

After an obligatory list of products, proving that, indeed, the chemical industry does impinge on every aspect of our lives, the film uses the eminently sensible method of allowing recent entrants to various branches of the industry to speak for themselves.

Surprisingly the film covers not only the jobs for technicians (instrument technicians, laboratory technicians, process plant operators), but also clerical and secretarial jobs. This admirably wide approach, including as it does an accounts clerk and a receptionist, is only marred by the fact that all technicians shown, bar one, are male, and all office workers female.

Bill Hicks

BBC 1

Gentle arguments

by Virginia Makins

Anyone interested in nursery education would do well to prop their eyelids open round midnight on March 10. Winding up the current late-night education talkshop will be the late Corinne Hutt, talking about plausible aims and methods for nursery teachers.

The Hutt programme is a bit of an odd one out in this series (which began on February 11). *Education Matters* is the BBC's latest attempt to deal with education on the cheap, by studio discussion late at night. The series is unusual in that it deliberately excludes controversy from the screen.

The first four programmes use four proven charmers from the education stage army: Richard Hoggart deals with adult education, Asa Briggs with universities, Harry Rée with comprehensives, and Peter Newsam from the Inner London Education Authority with primary schools. The feed-man was Adam Hopkins, once education correspondent of the *Sunday Times*.

The praiseworthy intention was that they should be allowed to say what they want to say on their subject. And they do, elegantly, with Hopkins providing a frightfully keen and eager (and pleasantly knowledgeable) audience.

Hoggart defended the different branches of adult education in what he called our "dreadfully under-educated nation". He ranged from adult illiteracy, through "people going out on a dark night to learn about T. S. Eliot" to the WEA and universities producing "articulate and bloody-minded people needed in a society that calls itself a democracy."

Briggs (whom I didn't see) apparently expounded a mildly liberal and expansionist view of higher education. Rée gave a pretty good defence of comprehensives, pointing out how new they were, how much their staffs had to learn, and how even so parents were pretty satisfied.

He also attacked the class segregation imposed by the independent schools, and the speed-conscious, university-dominated academic education promoted by O and A levels: "very very unhelpful to giving a good education for boys and girls today."

Newsam, on Monday (March 3) discusses the condition of primaries, the present satisfactory situation where staffs are stable and the likely future situation where increasingly able young staff are trapped and frustrated, with few hopes of promotion. He also talks about the dangers of current thinking about attainment and assessment.

Finally, Corinne Hutt, a much less practised performer (admirably drawn out by Hopkins) provided more meat for professionals in the programme on pre-school education. As an expert on children's play, she questions the whole 1930s free-play philosophy of nursery schools and in a very positive way, suggests where adults can lead children on in their play, and where they should keep out of the light.

In a way it's an unexceptionable series, intelligently produced (by Jenny Rogers) and presented. But going out at this time, when much of public education is in financial crisis or even fighting for its life, it was curiously spooky, like being transported back to the 1960s in a time capsule.

The intention to leave politics out was understandable: with the politicised way education gets presented in much of the press, many of the public never get a chance to see the sustained exposition of informed views. But it meant that even the tougher points made by Hoggart or Rée about what's wrong with the education system were lost in the relaxed and charming way in which they were made.

Briefings

Radio and tv

CE and OU

A Better Read (Sunday, various ITV).

Dr John Sutherland of London University argues that adventure fiction is for men only. Discussion moves from *The Boys' Own Paper* to Jack Higgins, with recommendations from author, Peter Marshall.

Credo (Sunday, 18.00 ITV).

Churchmen are pressing local councils to ban Monty Python's *Life of Brian*. Are they being too sensitive?

Freedom and Plenty — England through foreign eyes, 1725-1750 (Monday, 17.15 BBC2).

A new Open University arts course on Enlightenment examines various aspects of eighteenth century culture.

Education Matters (Monday, 23.42 BBC1).

Harry Rée defends comprehensive schools, and the abolition of the 11-plus.

The National Theatre—Whose System? (Wednesday, 06.40 BBC 2)

How can organizations work together when even small groups hold different opinions. Part of a course on "Systems Organization".

Merry-Go-Round (Monday, 11.00, Thursday, 10.10 BBC 1)

A three-part dramatization of Catherine Sefton's book *The Sleepers on the Hill*, for eight and nine-year-olds.

Documentary Rerun (Monday, 11.01, Wednesday, 11.36 ITV)

Extracts from outstanding documentaries transmitted during evening viewing times. Begins with *Too Long a Winter*.

For schools

Exploration Earth (Monday, 14.00 VHF 4)

Visitors from space end their exploration of the way lifestyles have changed by looking at *More Machines*. They go with 10 to 12-year-olds to India to see small-scale technological improvements.

The English Programme (Tuesday, 10.35 ITA).

5 plays, with scripts published by Hutchinson, based on themes of concern to 13 to 18-year-olds. Begins with *The Boy with the Transistor Radio*.

Home Economics (Tuesday, 14.40 BBC1).

14 to 16-year-olds study the source of fat, and how stored body fat causes obesity and heart problems.

Physical Science (Thursday, 9.25 BBC1).

Energy Utilization teaches 13 to 16-year-olds the scientific meaning of energy. The use of the wind as an alternative source of energy is studied in detail.

The French Programme. (Thursday, 10.26 ITV).

Five programmes in modular form for beginners, to be used as a resource. ITV suggests this term's showing should be considered as a preview. Programme one features children from the French Lycée in South Kensington.

Look! (Thursday, 14.40 VHF4).

In *Fakes and Forgeries*, the work of Keating and Han van Meegeren who gained fame when their forgeries were revealed, is compared to those authorized forgers, the restorers, without whom major art collections would perish.

Get-up-and-go!

Girls who want to be more than typists, telephonists and secretaries when they leave school were given encouragement last week in a film made by Thames Television.

Called *What Are You Really Made Of?* the 17-minute colour film is not intended to be shown on television. It has been designed as a teaching aid and was produced by Thames through the efforts of Sandra Brown, programme co-ordinator of the company's features, education and religion department, who was appointed an Equal Opportunities Commissioner two years ago.

The message of the film is that girls only have to try. Women are depicted working in a variety of jobs that traditionally have only been held by men. The film was made by an all-woman crew and is available from the Central Film Library, COI, Hercules Road, London, SE1 7DU.

talkback

Letter to the office

Dear Area Education Officer. You will recall that we've had a number of difficulties over my efforts to obtain extra resources for the school with scant regard for the sanctity of the "Regulations" designed to discourage such selfishness.

In the early years of the school it was naive of me to try to remedy our desperate shortage of textbooks by using "equipment" money—I should have known that textbooks are not "equipment" but "capitation".

Later, when our blackboards were in urgent need of repair, I failed to understand that this could not be done, even though we had "equipment" money available, because blackboards were "furniture" and our "furniture" money had gone on replacing those cheap plastic chairs you had recommended.

I still feel ashamed of my unjustified rage when a £700 greenhouse arrived unexpectedly, bought for us by an enthusiastic adviser who happened to have that amount left over that year. Our teachers, writing carefully around the holes in the blackboards, could not understand it either, even though many of them had been on your new management courses.

I did feel hurt, however, when my advertisement for a replacement teacher was returned because it was a few words over the maximum allowed. The mistake was easily rectified, but the deadline had passed and we were without a teacher for a term. I did wonder whether such unfilled vacancies attracted bonuses in the office, but felt ashamed of my uncharitable thoughts.

I suppose I should have been grateful that your refusal to allow Mr X the cost of carpets in his relocation grant (when the regulations only specified curtains—or was it the other way round?) was reversed after only three letters were exchanged.

Patient and willing to learn as I have been, I must protest at the rejection of my recent order for first aid supplies as "excessive". It was thoughtful of you to send me the approved list, but it does seem geared to the needs of a rather small infant school, not those of a split site comprehensive with nearly 2,000 souls and bodies to care for.

I suppose we will just have to manage with *one* 5gm tube of antiseptic ointment, and hope that infection from a serious gash will not have spread too far by the time the precious tube has been fetched by runner from our other building half a mile away.

We will unwind and cut the roll of Elastoplast, share out the two finger stalls, eight bandages and ½lb of cotton wool and decide the location of the eye patch by the toss of a coin. I suppose that as a concession we might be allowed two small bottles of TCP instead of one large one—or would you prefer me to write to you separately with that request?

You do know that as a big school we are fortunate in having an SRN as Matron, but she is insulted by your insistence that she should only ever give out aspirin, when she has been safely administering minor medicines for many years. Incidentally, she informs me that the type of sanitary towels provided have not been in use by girls for the past 10 years.

Struggling as I am to keep control, it is your last letter refusing to allow the work release of three of our toughest fifth form boys which has driven me close to resignation.

I am sorry that the forms reached you a little late, but our careers teacher has, like the rest of us, a pretty full timetable and a relaxing job like filling in forms comes fairly low on his list of priorities—after lesson preparation, marking, registers and reports and writing up records.

We all lost a lot of "free" periods at the end of last term through staff illness, and this was not helped by your refusal to allow us to use probationary teachers on supply, even though they were out of work and would have been glad of a job.

But to return to the topic. All these boys are extremely difficult in school, and we are holding on to them literally by the skin of our teeth. The work experience scheme is designed to give youngsters who find school artificial some sense of reality in their final year, so that school and work together can prepare them, however difficult, for the transition.

Your refusal appears as yet another example of the Area Education Office failing to help schools with their day-to-day problems, stifling initiatives with regulations quoted from the quiet comfort of the office, far from the heat of the battle. In the same way a GHQ might send beleaguered troops in the trenches not ammunition, but circulars on the correct way for berets to be worn under helmets.

Could I suggest that you offer these boys work release in the Area Office? They have admittedly a few convictions (theft, damage and gbh), but on the whole they are amiable enough, so long as they are not crossed, not asked to do anything they don't want to do, and are spoken to with courtesy and forethought.

They are a little inclined to smash things, or people, if these few simple rules are broken, but it is a hazard we live with and do our best to minimize. I will, if you will have them, try to persuade them to come without their earrings and leather jackets but, as with school, I cannot guarantee to succeed. Incidentally, if one does wear his leather jacket, do check the secret pocket beside the zip, because this is where the knives are usually kept.

It may help your staff in handling them to know that their fathers are, on very rare occasions, fiercely supportive, with some interesting techniques of persuasion in a dispute on behalf of their offspring. I am sure that you would understand our problems a little better after they have been with you for a few days.

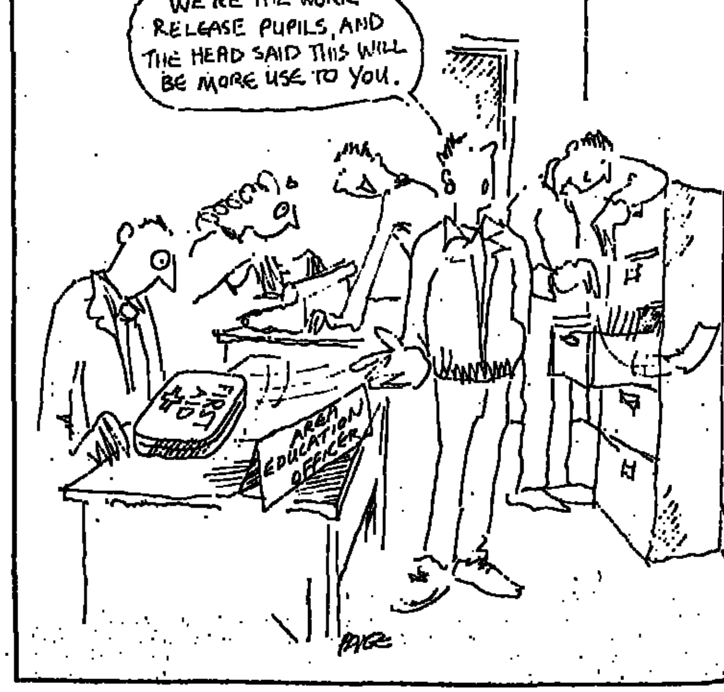
I know that all our little difficulties could have been avoided had I simply known and understood all the regulations. But I see my job as a creative one, building up a successful and thriving community, and I cannot do that with regulations.

Already I am swamped with policy documents, research findings, consultative papers and advice from everyone from the Secretary of State upwards. If I have to choose between reading and digesting this deluge and your own vast armoury of regulations, I'm afraid I must choose the former.

Sadly, the sheer pressure of the job allows me little time for either . . . though the thought has struck me that the time spent writing to you over the past years might have been more profitably spent—for both of us.

I am, Sir, your obedient, frustrated, servant.

The author is the head of a comprehensive school.


WE'RE THE WORK RELEASE PUPILS, AND THE HEAD SAID THIS WILL BE MORE USE TO YOU.
FIRST AID
AREA EDUCATION OFFICER
PAGE

The heads' dilemma

Joyce Taylor

Among many changes introduced in Trafford, the loss of 90 teaching posts is that which has brought the greatest criticism.

Twenty-three of these have gone because of falling rolls, and though teachers had hoped smaller classes might follow, most accept the logic of the official view on that one.

What does not go down so well is that the rest of the posts have gone because the pupil teacher ratio has been changed from 24.2 to 25.5. In other words, there has been a move towards bigger classes.

Teacher unions have taken decisive action adhering to last term's timetable and adopting a "no-cover" policy.

Parents, though often supporting the teachers in theory, have reacted strongly against the results of that action. [illegible] the Education Committee, have criticized the teachers' disruption of the children's schooling, even though the cuts themselves have caused a certain kind of disruption.

In the middle are the head teachers, loyalties strained in every direction, trying to make the right decisions as the day-to-day running of their schools become more and more complex.

Staffing is only one problem. School meals, dining and welfare staffs, cleaning hours, supplies and capitation are all affected one way or another. The changes date from January 1. No provision could be made until everything began to happen. No amount of warnings from unions, head teachers, or the public were effective in staving off the present chaos, though letters, representations and consultations seemed never-ending.

Heads have received only two sets of clear instructions. That from the authority tells them to reorganize their schools according to the new staffing establishment, and to report any teachers who refuse to comply.

The other from the National Association of Head Teachers states that, while bearing in mind their responsibility for the safety of the children, heads "should not take any action themselves or ask any other person to take any action which could be construed as an attempt to nullify the effects of teachers withdrawing their services."

Where should the head teachers' loyalties lie? I remember a meeting some months ago where the participants were divided into "Management" and "Employees". The Authority officials were management, the heads employees.

Now the Authority has claimed the heads as their liege men. Queries are likely to be greeted by: "You are managers; you must decide." or "The teachers must follow your instructions; it's a question of management".

So the heads' duty is clear. They are to stand shoulder to shoulder with the authority's officers as administrators, and to instruct and if necessary reprimand their staffs in order to implement the new staffing establishment.

If it was as simple as that there would be little to worry about. Unfortunately it is not only a question of the loyalty of employee to employer. To most heads that is the last loyalty, rather than the first.

Their first loyalty is to the children, their own work as educators, and to the school itself; a place of living and working where the welfare of every part affects the whole.

One cannot help but see the teachers' action as an attempt to procure the best conditions for successful education at one's own school.

The heads' dilemma is how to run the school in the face of this withdrawal of service, and how to reconcile one's conscience to the differing demands of authority, teachers, parents and children without sacrificing those principles which lie at the heart of the education of young children.

Is one doing the best for them if by opposing the action one condones big classes and rejects provision for remedial classes? It is impractical to make decisions based on statistics, and expect every school to fit neatly into its predicted slot.

Examine every school separately, and each will be different enough to warrant individual treatment. So it would be that every Head Teacher would produce arguments to prove that his or her school was an exception.

We consider our school such a case. It is a one-form-entry primary school with 242 children. When the Trafford PTR was 24.2 we had a staffing establishment of 10, including the head. Now the figure is 9.

We had eight classes with a teacher each and two part-time teachers to run our very successful language service. This remedial work is necessary because not only have we the usual proportion of indigenous children with language problems, but for about 20 per cent of our children English is their second language.

The remedial work will have to go because the classrooms are unusually small (45 sq m) and would be "overcrowded" with only seven classes. In these circumstances what does the head do?

In this case I pursue my management role by instructing the part-time teachers to take the class without a teacher; they refuse; I refuse to allow them to take the remedial groups; the rest of the staff send the groups out; I send class 5 and the group children home; then I keep a record for the authority of staff who have refused to teach.

Having done my duty as required, I then hope as the parents do that the teachers' action will be instrumental in getting that teacher back, so that the children may have every opportunity to acquire the skills and educational experiences which are their right.

Joyce Taylor is head of King's Road County Primary School, Firswood, Manchester.

network

● "Progressive Education" is the first newsletter from a group of teachers who attended a conference on the subject last summer. Their aim is to encourage the development of a network of local groups interested in promoting progressive education, and examining its theory and practice in the light of their own experience.

They also intend to provide information and advice to teachers with a progressive viewpoint. Groups have already been set up in Leicester, Suffolk and Salisbury. The first newsletter is free, and available (s.a.e., please) from Lesley King, 4 Central Street, Countesthorpe, Leicester LE8 3QJ.

● "Teaching Archaelogy in and Out of the Classroom", a conference organized by the Schools' Committee of the Council for British Archaelogy, will be held on April 11-12, at Christ Church College, Canterbury. It will explore the possibilities of using archaeological sites and monuments for school visits, fieldwork and classroom teaching. There will be a tour of the monuments of Canterbury, and a chance to see the work of the professional archaeological unit. For further details contact the Education Officer, Council for British Archaelogy, 112 Kennington Road, London SE11 6RE. Final date for applications February 29.

● The third issue of the termly *English Magazine* concentrates on the themes of Language, Childhood and Race. It includes articles on mother-tongue teaching, reading and race, English as a second language, and language study; an interview with Gordon Wells about his "Language at Home and School" project; reviews of each other's books on childhood by Colin Ward and Martin Hoyles; plus the usual reviews of books for teachers, materials and fiction. Copies price 50p (plus 20p postage); three issues for £2.10 (including postage). Cheques and postal orders payable to The English Centre (Magazine), at The English Centre, Sutherland Street, London SW1.

● "Ideas Forum" is a series of carefully produced, well illustrated articles, each four to eight pages and tabloid size, on various issues concerning children around the world—nutrition, children of immigrants, children and books, parents education, children and work and many more. They were produced by the International Year of the Child and are available free from the IYC office, 85 Whitehall, London SW1.

● Lesley Webb from Newcastle University and Willem van der Eyken are the speakers at a one-day conference organized by the Hounslow and District branch of the British Association for Early Childhood Education, on Saturday March 15 at Cranford Community School, Cranford, Middlesex.

Lesley Webb's subject will be "Play, work and selfhood in the early years", and Willem van der Eyken will talk about his work on "Mothers, young children and stress". Tickets £2.50 with lunch or £1 without; details from Helen Corney, 37 Cranmer Road, Hampton Hill, Middlesex TW12 1DN (tel. 01-979 6116).

● The February issue of *Marxism Today* contains an extended article by Brian Simon, "Education and the Right Offensive". In it he analyses the failure of the Left to put forward intelligent policies on education at the last election, looks in detail at the content and implications of the current Education Bill, and outlines a four-point programme for change. Copies price 50p, available from selected bookshops.

● *Actions and Network*, the first quarterly journal and monthly newspaper produced by the Manpower Services Commission to provide regular news, information and accounts of schemes funded under the MSC's special programmes for the unemployed, are about to be distributed to an undated mailing list. To get on the MSC mailing list contact E. S. Pinnell, Manpower Services Commission, Selkirk House, 166 High Holborn, London WC1.

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endpage

Collective wisdom

Charles Hannam, Pat Smyth nd Norman Stephenson look at A. S. Makarenko's work ith Russian children ft homeless and parentless by he Revolution, and consider hat teachers can arn from his xtraordinary achievements

Working class children in our secondary schools may be ill-served by the cultivation of individual sensibility sociated with progressive education, and by e glorification of individual achievement bodied in our competitive examination stem.

The attempt to translate the ideas of A. S. oill into the state system at Risinghill, for stance, signally failed, and the proportion working class children who gain access to rther and higher education does not imrove. Yet present concern with "standards" stresses individual achievement and ompetitive striving.

We are all concerned to improve the quality of children's work in school, but different pproaches are needed. The underachievement and alienation from school of a substantial number of working class children, gether with continuing youth unemployment, add urgency to the situation.

The Russian educator Anton Makarenko had been a successful teacher and headmaster *of 12 years'* experience when he was called upon to develop schools for some of the illions (Lenin's widow estimated seven) of ildren and adolescents left homeless and arentless after the Russian Revolution and ivil wars.

These *besprizornye* roamed the streets and untryside, seeking food and shelter through egging and crime, a menace to themselves d others. The situation was desperate, ere were few resources.

Makarenko had expressed concern about ese young people to the authorities in the tumn of 1920. He recounts the following nversation with his chief education officer, he begins:

"These children are nothing but vagabonds—you can't walk along the street—d they break into people's houses. They y to me: this is your job, you are the ief education officer. Well!"

Makarenko: What do you mean: well!?

"I mean this. Whoever I ask, nobody ants the job. They say they might get eir throats cut. Now you are a studious, okish sort of chap. You wear glasses—"

smiled.

"—I am only saying, you read all about , you read everything but as soon as you me up against the real thing you are l alike—the real thing beats you. You telligentsia!"

The chief education officer lowered his tle black eyes in my direction and from der his bushy whiskers hurled reproaches the whole teaching profession. But he s wrong, this education officer. . . .

Makarenko: The fact is, we have to make new man in a new way.

Chief Education Officer: In a new way, at is so.

Makarenko: And no one knows how to do ?

Chief Education Officer: No. Do you?

Makarenko: No.

Chief Education Officer: That's what they ay . . . why don't you take it on?

Makarenko: But suppose I make a mess of ?

Chief Education Officer: There you go! ake a mess of it. All right. You make a few istakes, but at the same time we are getting with the job. The important thing is, we n't want just another home for juvenile linquents like the last one, but, if you derstand me, some kind of socialist ucation. . . . You can do it. After all u can pick it up as you go along."

Despite his feelings of inadequacy, Makaenko, threw himself into the task. One thing was sure of: the recommendations of the urgeois and progressive educational orists who flourished at the Revolution re of little use. He thought their theories little related to the circumstances of his upils—he was critical of any view that ildren could be left to flower, each in his own y, free from the intervention of adults.

The educationists, he said, "voyaged on the boundless ocean of childhood in the abstract". His pupils were all too real: they had roamed in gangs, preying on others, exploited in turn by older and stronger criminals.

They were compulsorily rounded up and brought to Makarenko, accompanied by their police dossiers. These he preferred to ignore, so that the children could make a new start. He quickly realized that they had a basic need for security, which he believed could be best met through organizing his school on a collective basis. This was a mode of organization which could give security to the individual, but at the same time develop a sense of obligation and loyalty to others.

The pupils were further organized into smaller groups or "detachments", which had specific responsibilities within the community. Their tasks were real ones, so that any failure on the part of an individual to meet his obligations was clear to all, and open to collective judgment.

Regular meetings were held, at which each group discussed progress made and considered individual shortcomings. Each member belonged to the group and to the whole community, as someone who took responsibility not only for his own actions but also for those of his fellows.

Because the collective provided support for the individual it could also make demands which enlarged his capacity as a human being. Makarenko believed in self-discipline as the goal of moral education, and through establishing and working, often against odds, to maintain the collective, he took responsibility for helping to develop it.

This was the adult's role, and he had no compunction about enforcing conformity: "The individual has to be incorporated into the collective in such a way that he believes himself to belong to it freely and without compulsion."

The contradiction contained in this statements reflects Makarenko's self-acknowledged uncertainty—but he had no difficulty in overriding it in order to achieve his goal. This was not simply to rehabilitate these young delinquents, but to develop the new man needed for a communist society. His insistence, however, on the solidarity of the group did not imply denial of the value of the individual.

Makarenko was sensitive to what he called "the grace, originality and beauty of individual personality". It was this very respect for the individual which led him to face his pupils with constant challenges to their capacity, not in our competitive way, but to enhance the individual's power to contribute to the community.

When Makarenko took over his first "school", all he had was a hundred acres of untended land and some dilapidated farm buildings. There was a shortage of tools, building materials, food, and he had to set to with his first pupils both to build the school and to farm the land.

He arranged a workshop and the first six boys began by making a plough. Later, as numbers increased, the children were organized into "detachments"—an idea that had come to Makarenko when some of the boys were returning home from collecting firewood.

They imagined themselves to be a partisan detachment fighting the White Russians. They captured some other boys and held a mock trial at the school. The "prisoners" were sentenced to a double helping of dinner. This group of boys enjoyed their game and wanted to stay together, so they were given another job. Other boys and girls were envious, and asked if they could form detachments, too.

Makarenko, always sensitive to the inner needs of his pupils, and quick to use a practical situation, seized the opportunity. The whole colony was organized into detachments, each with its "commander", chosen as leader though with no special privileges. He saw the need the children had for leadership from among their own number, but he was determined not to create a privileged class.

To that end he would combine detachments to carry out specific tasks, and was always careful to choose as leaders on these occasions pupils other than the existing commanders. This meant that most of the pupils had some experience of leadership—an idea that Makarenko described as perhaps the most important that had come to him in the 13 years he spent in the communes.

During these years Makarenko set up and worked in three different institutions. In his account of them, *The Road to Life: an Epic of Education* (Moscow 1951), he says little about the formal academic work of his pupils. Much of the reading, writing and calculating was done in relation to practical tasks—land had to be measured, rations calculated, records of work and produce kept.

Once self-sufficiency had been achieved, food and goods made in the communes were sold in the neighbourhood, and the pupils were paid a wage for their work—an important principle for Makarenko. All these activities were documented by the pupils.

Wall newspapers were an important feature of the communes, and Makarenko enthusiastically describes the work of one of his teachers. Under the guidance of Vassily Nikolaievich Persky, he writes: "Boys began to put out wall newspapers 14 metres long . . . he breathed new life into our evenings, filling them with shavings, glue, spirit lamps, the screaming of saws, the hum of propellors, group recitation and pantomime. We began to spend a lot of money on books. And there were other things. First of these was—the band!"

Anton Semyonovich Makarenko

Makarenko laid great stress on aesthetic education, on developing children's creativity. Depending on local conditions, and on his own and his pupils' interests, he would encourage the development of the brass band, or collaboration with the local theatre to attend rehearsals and put on plays.

Some, though not many, of his pupils were sufficiently well prepared academically to go on to further education—a source of pride to Makarenko and, the members of the communes. What is most striking about Makarenko's writings on his work is the zest which he clearly felt and seems to have inspired in others. Work of all kinds was not regarded as a necessary imposition, but as a creative contribution towards the building of socialism.

Discipline in the communes was never easy. Sometimes there was considerable opposition to Makarenko's efforts to incorporate new members into the community. Most children before joining had been given to violence and thieving, and did not easily give up their habits.

On one occasion there was an outbreak of thieving; the culprit was found to be one of the most promising pupils. Everybody was outraged by this boy's offences and Makarenko instituted a trial by his peers. They found him guilty, and in fear that they would sentence him to some brutal punishment Makarenko got them to agree to his talking to the boy alone. It is clear that he was a man of passion, though with his feelings normally under strong restraint. (The one and only occasion when he punched an offender on the jaw was long remembered!) He writes:

"I walked to the door, afraid that the flood of wild anger which filled me to the brim would boil right over. We walked in silence across the courtyard through the snow drifts, I in front and he behind me. The whole affair was for me repulsive in the extreme. The boy seemed the absolute dregs and I had no idea what I should do with him. He had come into the school after having been associated with a gang of bandits, the majority of whom, the adults, had been shot. He was 17 years of age.

He stood silent by the door. I sat at my desk and could hardly keep myself from hitting him with something heavy and thus finishing the interview. At last he slowly raised his head, looked me straight in the eyes and stressing each word separately and barely keeping himself from sobbing aloud, he said:

"I shall—never—steal—anything—again!"

"You are lying! You promised that to the magistrates before."

"To the magistrates, yes, but to you it's different . . . do what you like with me but don't send me away."

"But what's the attraction for you here?"

"I like it here! There's always something to do here. I want to learn. I only stole the things because I like to guzzle."

The boy stayed. What Makarenko's pupils responded to was their sense that he cared for them as individuals as much as for their contribution to the group. They responded to his anger and his severity as evidence of this concern.

He was able to modify his approach to pupils according to his sense of their need. At his wits' end with a youth who was a violent and persistent thief and whom he had ejected from the commune once, he agreed to give him a second chance. The boy was doubtful of his ability to reform: Makarenko adopted an almost Neillian approach.

He startled him by asking him to collect a large sum of money from the local District Treasurer some miles away. He provided him with a horse and a revolver to protect himself from the bandits who infested the area, and awaited his return. Eventually the boy did return with the money though clearly he had had great difficulty in completing his mission.

Makarenko calmly accepted it and a few days later sent him off for an even larger sum. Once again he returned, this time, writes Makarenko, in an almost hysterical condition. "Why do you give me this task?" he asked. Makarenko affected not to understand the question. "Because you are the strongest boy and the best horseman!" The boy eventually became head of a similar school himself.

In a letter to Gorki, who was a valued friend of the communes, Makarenko commented on this adaptation to individual circumstance: "My pedagogical belief is that pedagogy is above all a dialectical process, and that no absolutely correct method or system can be laid down. Any dogmatic judgment, not arising from the circumstance of the given moment, or the given stage reached, must be mistaken."

This insistence that good educational practice must be related to particular situations warns us against supposing that we can simply replicate Makarenko's practice for our working-class children. Yet, in his work, there are pointers which seem both stimulating and relevant to our present situation.

Makarenko believed, first, that much of the success of his communes was due to the sharing of decision-making among the members. Where leadership was required for the completion of a task, it was not always invested in the same people; all were believed capable of taking responsibility.

Efforts are made in our schools to teach the procedures of democracy, but they are generally rather feeble. School councils, even where they exist, tend to play at democracy: issues and procedures are, as it were, miniaturized, and there is little realistic sharing of power.

Perhaps there cannot be, given the constraints on schools from outside sources? In any case, it is at the point of planning work that decisions need to be shared. It is by engaging pupils in decisions which affect what and how they learn that an awareness of responsibility may be learned and commitment encouraged. There is no evidence to suggest that working class children are not as capable of this as any others, provided they recognize the importance to themselves of the decisions they take.

Makarenko had the advantage that many of his pupils were in no doubt that their very survival depended on the success of the commune's work. Our problem is that while the "survival" of working-class children is equally dependent on their successful learning, this fact is much less obvious to them. Acquiring CSE passes in academic subjects which in the seemingly remote future may or may not ensure a job is an insufficiently urgent spur to action.

Confidence in using the skills of reading, writing and calculating has to be acquired, but it is best done in the context of real tasks zestfully undertaken. A closer engagement with the needs and resources of the local community is one direction some comprehensive schools are moving in. But we are thinking of something more substantial than allowing the "less able" one afternoon a week to decorate old ladies' kitchens, laudable though that is.

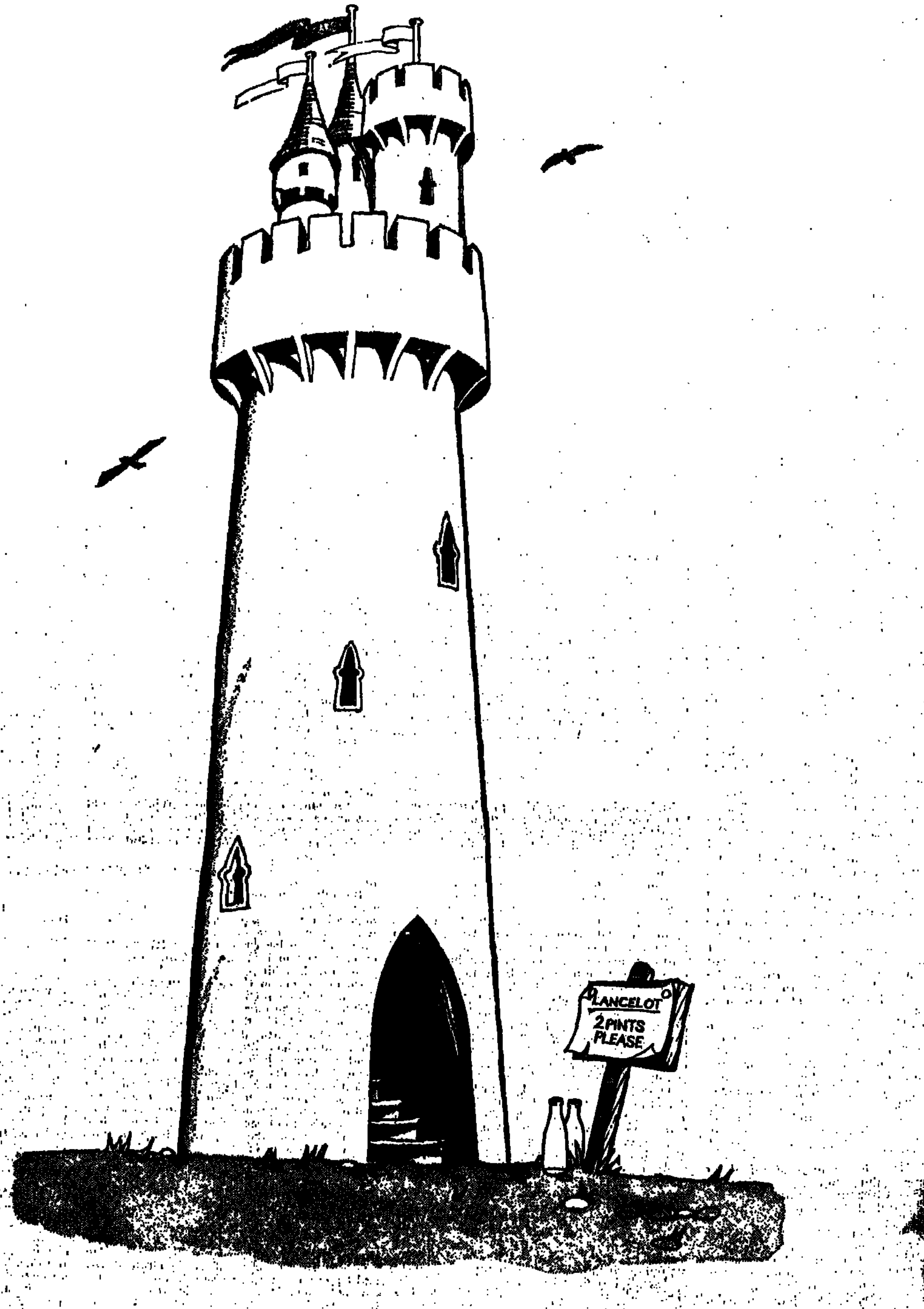
Nor would we recommend one of Makarenko's early experiments in community action, when detachments of his pupils eagerly undertook the destruction of illicit stills in the forests near Kharkov! Schools can offer specific services to the local community in return for access to its resources of materials and manpower.

There is a place, too, for serious "play" in the secondary school—whether in the area of drama or art or creative work generally—though once again the context of such activities is critical. The development of individual sensibility which is often associated with the arts in school is perhaps less than attractive to many working class children, but the satisfactions of collaborative achievement are common to all.

As Makarenko insisted, cooperation is a more powerful, less distinctive incentive to action than competition. This is no new idea, though there is little reference to it in the present discussion about "standards" in education.

There is a fashionable and partly justified scepticism about the capacity of schools to redress social injustices. The achievements of Makarenko suggest that, under certain conditions, our working class children might do better in school than they have so far.

Charles Hannam, Pat Smyth and Norman Stephenson teach in the School of Education, University of Bristol.



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CAREERS

GETTING THEIR PRIORITIES RIGHT

Philip Schofield explores some recent research studies into the career aspirations of young people

o often the occupational infor- tion given to young people is ed upon false assumptions about ir careers aspirations. This is ticularly sad when we recognize t enough research has been done give us some understanding of factors which influence their upational choice, and their in- mation needs.

In 1978 The Construction Indus- y Training Board conducted a sur- y of 8,819 pupils in 302 British ools, just prior to their sitting level or equivalent examinations. e pupils were asked to indicate w important they considered each 21 factors which might apply to y given job. The eight most portant factors, each being noted "liked very much" by over half e boys and the girls, were:

The work is interesting
A secure job where there's not much chance of being made redundant
Good pay
Good chances of promotion
The work is varied
A job where the training is good
A job where you can get on with the other people at work

There were few differences between the boys and girls, although ere was a shift in emphasis put certain factors. Girls, for mple, were even more concerned n boys with having interesting rk, even though it headed the t for both sexes. Girls were less cerned than the boys with good y or security. The most disliked tor in any job was lack of iety, a view shared equally by h girls and boys.

Academic attainment and work perience do not appear to change main priorities. The CITB sur- y was of O level candidates. A vey of 818 mixed ability school vers waiting to enter, or having t entered their first job, which I ducted in 1972, asked which of job factors were most important. e three most important factors both the boys and the girls e, in order of priority:

Interesting work
Prospects for advancement
Opportunity for high earnings.

The boys then ranked "security" fourth, the girls giving it only ninth place. Girls ranked "friendly and helpful colleagues" fourth, the boys placing it fifth. Both boys and girls ranked "scope to develop own ideas" in sixth place. The two least important factors for both sexes were "recreational facilities", ranked fourteenth, and "prestige of the company" which ranked last of all.

At the other end of the academic scale, 1,000 final year university undergraduates were asked by Professor David Willings to rank 19 job factors. Once again "interesting work" headed the list of preferences, followed by "prospects for advancement", "scope to develop own ideas", "outlets for personal creativity", "competent supervision", and in sixth place "high salary".

Similar priorities are also expressed by the work experienced. For instance, Paul Hill surveyed 1,000 graduate employees of Shell International. Out of 27 given job factors, they placed "interesting work" at the head of their list of priorities. Similarly, a survey by David Guest and Roger Williams of 1,000 industrial executives placed "challenging work, work from which you get a personal sense of achievement" at the head of the list, followed by "an opportunity to advance to higher levels".

It is clear that occupational choice is primarily based on factors relating to the intrinsic nature of the work itself, and not on extrinsic factors relating to the terms of employment, or the conditions in which the work is done. This necessarily means that those providing careers information and counselling should concentrate on providing a detailed and realistic understanding of the work content of a wide variety of occupations, and of the prospects for advancement which lie beyond the initial job in hand. Unless they do so, young people will be unable to make a realistic choice.

From where do young people acquire job information? The CITB survey asked respondents to rank the usefulness of 14 possible sources. There were interesting variations between boys and girls. The six sources considered "most useful" by boys were, in order of preference: careers publications and booklets; parents; careers teacher; adult relatives and friends of your parents; careers officers (not teachers); seeing people do the job.

The order of priority for girls was: careers publications and booklets; careers teacher; careers officers (not teacher); seeing people do the job; parents; adult relatives and friends of your parents.

Girls, apart from being less influenced by their family than boys, rated careers publications even higher than the boys.

Careers publications range from annual careers directories such as the ubiquitous "Opportunities for School Leavers" (now "Young Peoples Guide to Opportunities") the publications of the Careers and Occupational Information Centre (COIC), to books like "Careers Information—a job knowledge index" by M. K. Kirton, in which young readers can test their knowledge of the work content of a wide variety of occupations by rating a battery of statements about each job as either "true" or "false", and then checking the accuracy of their assumptions against the answers.

Parents are very influential, especially with boys. However, they often feel ill prepared to advise their children. The 1979 initiative by The New Opportunity Press to publish an annual "Parent's Guide to Careers", is therefore particularly welcome.

How influential is direct face-to-face counselling from careers teachers and careers officers? The studies of Coleman and Shertzer in America suggests that it is very important. In a study of 466 young people they found that 90 per cent of all their sample had changed their educational and vocational aspirations after receiving formal counselling. This places a heavy responsibility on the counsellor—who must be given adequate training and resources to be able to perform effectively. It is self-evident that careers teachers in the schools, and counsellors in the careers service, must be insulated from the cuts in public expenditure—and ideally be given additional support. The future development of our society depends, in large measure, upon how effectively we can match young people with the openings available to them.

Having said all this, how realistic are the expectations of young people in relation to their first job? In 1972 I questioned 491 people who had recently commenced their first job—asking if it was "better or worse than you expected it to be, or about the same?" Forty per cent of the boys and 45 per cent of the girls said better, 11 per cent of the boys and 6 per cent of the girls said worse, the remainder saying about the same. This suggests that there is a healthy degree of realism about the work aspirations of young people.

Philip C. S. Schofield is Director of The Careers and Employment Intelligence Unit.

Photo Andrew Bethell

eful, intelligent and determined—a bunch of sixth formers in a London comprehensive. What are their

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Degree Course Offers
Winning Your Place at University and Polytechnic
By Brian Heap

The annual guide, now in its eleventh edition, to selection and admission to degree courses in British universities and polytechnics. This is essential reading for the tens of thousands of school leavers who apply each year to institutions of higher education. University entry levels—set by way of offers to applicants—are published for over 300 degree course subjects. What the Press has said : " A veritable Michelin Guide to universities . . . it is a must for every potential student." (The Daily Telegraph). " Mr Heap is the author of probably the best known guide on the tactics of applying for a degree course place . . . an essential reference book for all secondary schools and colleges ".

Signposts for Sixth Formers
The guide to entering Higher Education for applicants and their advisers
By Edwin H. Cox

A highly readable and comprehensive guide for all those seeking higher education, suggesting questions to ask, giving some of the answers and sources for the rest. Edwin Cox, a highly qualified educationist with 15 years of administering university admissions and examinations, has written a brilliant book which compliments ' Degree Course Offers ', ' Survey of Polytechnic Courses ' and ' The Students' Guide to New Degree Courses '.

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Also see page 3.

careers consultants

COMMITMENT TO CARING

It is unfashionable to talk of vocation but nursing does involve considerable personal commitment, writes Sally Festing

A regular part of the routine—student and pupil nurses in conference at a London teaching hospital.

Schools are reluctant to steer their brightest pupils into nursing, feeling the onus is with the National Health Service to improve career structures, education and training, salaries and working conditions if it is going to attract the staff it needs. At the same time modern demands being made by the profession as a result of technological advances and increasingly efficient management require higher standards than ever before. This partly explains a persistent shortage.

But how well informed are schools I asked at the Nursing and Hospital Careers Information Centre who receive 45,000 enquiries a year, about 80 per cent of them from people wanting to nurse? Well versed in the shortcomings, not so realistic about potential. Certainly the development of recognized degree courses has improved the nursing image in the academic world though only a very small proportion of the 400,000 total work force are graduates and a degree is not necessarily a short step to promotion.

It is still possible that a talented youngster interested in nursing will be encouraged to take up medicine instead. This implies a woeful lack of understanding; each profession has its own special rewards and demands, in no way is a doctor an academic nurse.

A nurse's prime responsibility is day to day care of patients. Ideally a recruit should have a real concern for people, practical bent, reliability, intelligence, physical health, stamina and above all the ability to form relationships, even under stress. On top of this the profession makes taxing physical and emotional demands. It is unfashionable to talk of vocation but nursing does involve considerable personal commitment.

People see the *Angels* programme on television, I was told at the advisory centre, but it's totally unrealistic. They do not mince words about what they call the "grotty" side. After all, prospective candidates will discover them soon enough. First of all the pay is poor. There is something suspicious about work that has never been popular with boys. They would not be deterred by romantic discrimination if the pay were satisfactory. The success of the small number of boys who do take up nursing suggests they have as much to offer as girls. Student nurses will accept low pay during training, the crunch comes when they qualify and the ceiling is immediately squashed down. Even allowances made for working unsocial hours are not equivalent to industry's double time. There is no escaping that as a service industry nursing is financially underrated, society gets away with it simply because we cannot measure care.

If physical pressure on nurses is taxing, so is the emotional strain. Hospitals keep patients inside for short periods when they are critically ill and young students, often straight from school, are faced with severe suffering, even death, in a society which protects them from these experiences. While maintaining outward discipline, inner tensions get bottled up. Many a time, a nurse remembered of her early days, "a quick fag in the loo" was the only way she could carry on.

Shift work is unavoidable, after all, people are not ill five days a week from 9 till 5. In the outpatients department and in community health work where the schedule is more regular, staff with families tend to be given preference. But if nurses' hours play havoc with social life, hospitals themselves compensate to some extent.

Marriage takes a fair toll of new recruits, so does the cultural shock of moving from a small village to a large London hospital. But neither is specific to nursing and the total wastage of roughly a third doe compare unfavourably with the further education.

Efforts have been mad improve the career structure. promotion beyond the post of sister could once be achieved by climbing the administrativ der, it is now possible to teach, the developing area of research become a clinical specialist nursing team. Another dissatisfa with the system comes from who train initially as a Enrolled Nurse then want to qu as a State Registered Nurse cause money is short and already have a useful role, they it virtually impossible to re Perhaps the alternatives should considered more carefully in first place.

Meanwhile the relatio between students and staff ferent levels in the hierarchy altered radically. The old archal, dictatorial regime has way to far more interaction; dents seek help and encourage during the initial stages of ment. If there are times whe hospital environment seems it also provides support, friendliness and understandi

Some nurses enter hospi raw recruits (there is a good for a year's break after school the qualified 21-year-old emerges three years lat decidedly mature. Socially standing is high, a qualified has little difficulty in employment in a range of p sions and a number do seek pay abroad. But trained tend to return to jobs in fields. What entices them Job satisfaction is almost a yet it is what they mention ov again. The atmosphere in h on Christmas Day is an unforg experience. "If they say tha it makes you feel good", one explained. In a world where do not communicate very hospital remains an oasis of

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Nursing and Hospital Ca Information Centre, 121-3 E Road, London W2 2HX, dea postal inquiries and persona views; they give no advi telephone.

MAKING A LIVING

Producer David Hall on Yorkshire TV's current careers series dealing in depth with the transition from education to adult life

"That element in the schools programme more especially concerned with preparation for living and working in the adult world".

That is the definition of careers education given in DES Survey 18, and *Making a Living* attempts to provide a wide range of resource material for any school attempting to implement this approach.

The range, of course, is vast and it means that the whole concept of careers education is being broadened to include all aspects of our lives and not just the job that we do. It no longer consists of slotting people into jobs, but it has got much more to do with conveying to young people a sense of the values of work, leisure, continuing education and of personal development within a changing society. It addresses itself to the social and economic conditions which young people can expect to experience when they leave school.

If we accept that careers education is concerned with preparation [illegible] example, a general understanding of how the political, economic and industrial framework of society is organized and regulated along with more personal issues such as the basic skills of living that are needed to survive and grow in the variety of roles that we choose for ourselves or find projected upon us—student, consumer, leisure-user, worker, citizen, friend, spouse, parent, home-maker.

Making a Living deals with this transition from education to adult life by providing a range of support materials for teachers who are running courses in which those skills necessary to successful adult life form an important focus. The majority of these teachers will be working in careers departments, but educational consideration of school to adult life cannot be confined by curricular boundaries and this is reflected in the way the series has been structured. The 56 programmes that are being transmitted this year from two separate but related strands, one transmitted on Mondays and the other on Thursdays.

The Monday strand concentrates on issues relating to young adult life such as parenthood, sex roles, household budgeting, the use of leisure, living in a multi-cultural society and coping with things like making decisions, transitions and relationships. The Thursday strand is much more work-based and looks at issues such as how our industrial society functions, how the British economy operates and the problems associated with technological development. This strand also deals with the problem of job choice in a wider educational context which includes an exploration of the nature of work, of the influence of work on people's aspirations, life styles and relationships, and of the ways in which people can themselves influence and contribute to work organizations.

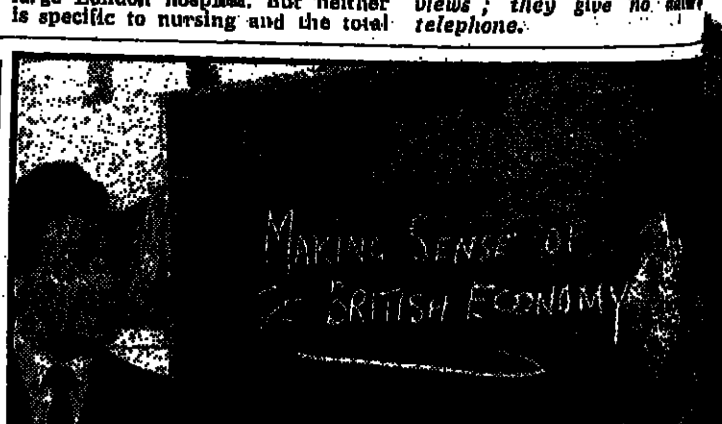
What we have in *Making* [illegible] placing careers education over the last few years. It is not a series that gives information about particular jobs, but rather raises some of the broader issues relating to living and working in the adult world. The programmes have been planned as a bank of resources for teachers who are working in this area of the curriculum so that they can select the material which has particular relevance to their teaching programme without necessarily committing their class to viewing the whole year's output.

A variety of programme styles is employed throughout the series in an attempt not only to add variety to the series, but also to find the most stimulating way in which a subject can be introduced in the classroom. Thus *Taking Charge* adopts a quiz show format to attract the interest of students in some of the key coping skills that are essential for young people to develop and to have a bigger impact on their environment. *No Pasaran* is a 60-minute studio drama that sets out to use the dramatized experience of a young German Jewish boxer in Hitler's Germany as a way into an understanding of the nature of prejudice in terms of its effect both on society and on the behaviour of individuals. *Making Sense of the Economy* present five dramatized episodes in the career of a fictional school-leaver called Wortley. The hope here is to treat economics as it affects the day-to-day life of ordinary people.

Most of the other units are filmed documentaries; but it is worth noting the involvement of young people in many of the programmes in the series. For example *Looking at Local Industry* which is based on the Schools Council Communication and Social Skills Project, shows how two groups of students in Durham and Northumberland made a tape slide programme about the agricultural industry in their area and a television programme about [illegible] ing and its relation to the development of newer light industries. *Points of View* gives a group of young people an opportunity to meet men and women who have firm and publicly stated views on some of the major issues of today, while *Multi-Ethnic City*—one of the programmes in the "Race and Prejudice" unit is a report on various aspects of living in Bradford by three young people—one West Indian and two Asian.

This technique of involving young people in many of the programmes has been chosen deliberately, because this approach reflects much of the current thinking about careers education which argues that teaching styles and methods appropriate for careers education should be those most conducive to the development of individual initiative and autonomy.

Transmission times: Mondays 11.39-11.59; Thursdays 9.30-9.50.



For parents

By David Alexander, education officer HTV West

There have been a number of television programmes produced recently, programmes such as *Just the Job* and *Roadshow*, which have provided advice and information on job opportunities for young people, particularly the unemployed. These have been primarily aimed at the young, but there is an undoubted need for a complementary series for parents.

Last year, a report from Youthaid, the youth employment group, indicated that young teenagers turned to their parents as the major source of advice when contemplating a career, but that the advice given was often inadequate.

In April, ITV will be broadcasting a series of six half-hour programmes intended to inform and advise parents on job and career opportunities and help that are available for their children in the 1980s. The series is called *One Step Ahead*, and it is produced by HTV West. HTV has been making a fairly regular contribution of programming in the field of parent education, with such topics as language development among the under-fives, and the relationship between home and school.

One Step Ahead is a guide to the decisions and tunities which exist in sch beyond, which have a effect on the employme pects of youngsters.

The first programme loo sorts of jobs and skills wh be uppermost in the 1980s new technology overtakes forms of employment. Th programme deals with the of provision of training sch opportunities for the un and unqualified. Programm and five are about the decisions children have to school: getting the right subject choice at 14, and whether or not to stay on a The final programme gives up of some important facts should be aware of in guidi children's future.

The series has the suppor Manpower Services Com who will be funding the material for the programm consists of pamphlets giving information on the subject programme, suggestions for up, and useful addresses. T will distribute the pamphlet Centres, Employment and Offices, youth clubs, librar schools. The literature will available from HTV by free telephone contact.

One Step Ahead is alread broadcast in the HTV West and will be shown weekly ITV Network beginning April 14, at 12.30 midday.

A SPECIAL RESPONSIBILITY

By Catherine Avent

Careers officers sometimes remark upon teachers' apparent lack of interest in what happens to their pupils after they leave school. Not that teachers do not care, of course, and some schools can produce detailed lists of past pupils' destinations.

Young workers are invited to return to their schools to describe their experiences in work for the benefit of senior boys and girls; individual subject teachers keep track of certain pupils, especially those who are going on to university or college to study a related discipline.

Some teachers may invite their protégés back to inspire sixth-formers to continue their education to degree or professional level and this is one of the best ways of presenting information and advice to those faced with agonizing decisions about courses, careers and institutions.

In spite of all this known activity, many people in industry and commerce complain that applicants for work or training are woefully ignorant of the requirements of different occupations and frequently ill-prepared for the future demands on their knowledge and skills.

The myth persists that teachers go from school to college and back to school again without any experience of "the real world of work" and schemes proliferate to give teachers attachments to firms in their own locality or further afield to counter this supposed isolation. Inquiries among teachers on courses designed to encourage closer links between schools and industry reveal that most teachers under 40 have done paid work during their school holidays and college vacations and some in most secondary school staffrooms entered teaching after previous experience in another career.

Besides ignorance of industry and commerce teachers are also said to be prejudiced against it. There is only anecdotal evidence for this supposition though governors sometimes ask candidates for teaching posts in commerce, science, technology and careers departments whether their previous experience would prompt them to recommend careers in industry and commerce to their pupils.

Hapless candidates have been known to launch into a diatribe about their own unhappy experience and stated categorically that they would steer their charges away from industry and into social and public services!

How much should teachers influence pupils in their choice of career? That is a difficult question. That teachers *are* influential is indubitable. We all know successful people who claim to have been put on the road to job-satisfaction, influence and affluence by a teacher who inspired them with the will to develop their abilities and talents to the full. Watching the careers of past pupils is one of the satisfactions of a teacher's job.

We are constantly told that the main source of wealth in Britain is the capacity of the workforce since the population cannot be fed by the products of our own agriculture and we have to export goods and services in order to import food and raw materials.

The complacent belief that North Sea oil will solve all our economic problems is untenable. Britain can only survive as a major power and maintain (let alone raise) its standard of living if industry exports products at competitive prices.

The recent report of the Finniston Committee would provide material for some good A level economics lessons in its opening chapters which describe starkly the present state of manufacturing industry and its effect on the national economy. If Britain's international decline is to be reversed it is essential that more talented leavers from our schools and colleges are encouraged to take up careers in the wealth-creating sectors. An engineering degree is useful for a wide range of careers outside the engineering profession yet it has comparatively low status in the eyes of sixth formers, their parents and teachers.

Many reasons are advanced for this: the image of engineering and industry as environmentally unattractive, stressful and demanding, poorly paid compared with medicine, law and accountancy; the comparative ease of entry to engineering degree courses even with poor A level grades; the belief that A level courses in mathematics, physics and chemistry are harder than those in languages and humanities.

Careers teachers and careers officers are less influential than parents and teachers of pupils' best or favourite subjects. Teachers of mathematics, physical sciences and craft, design and technology have a special responsibility therefore to ensure that they do not intentionally or unwittingly dissuade suitable youngsters from finding out about careers in industry and engineering in particular since that appears to be the crucial factor in the revival of British manufacturing competitiveness.

How is it that engineering has much lower prestige among able school-leavers in this country than in say North America, Germany and Japan? It may be because employers have not given professional engineers the status and salaries which the importance of their work warrants and that a vicious circle has arisen from too many weak candidates with poor degrees not getting promotion to positions of influence in industry where they would be models for ambitious boys and girls surveying the employment scene.

Mathematics is the key to qualification for a large number of careers and is vital for engineering. Mathematics teachers might ask themselves if they are being fair to pupils whom they discourage from continuing the study of mathematics after CSE/O level. This particularly affects girls, fewer of whom enter for mathematics examinations at 16-plus.

Physics is the most useful science vocationally; it is needed for medicine and allied professions yet often shunned by girls when choosing their options or timetabled against an apparently more congenial subject such as history.

Science teachers have a great responsibility to ensure that pupils realize how many careers they may be denied by dropping physical sciences even if they continue with biology in order to have a balancing science for a predominantly literary curriculum. Biology is an attractive subject but it has little relevance in industry and then usually in conjunction with chemistry.

Craft, design and technology teachers struggle to remove the old image of metalwork classes leading to craft occupations. Boys and girls of all levels of academic ability should have the opportunity of three-dimensional experience, graphicacy and work on hard materials linking with their science lessons. Professional engineers do not need to be skilled in craft work but they should have an appreciation of design and the behaviour of materials but this is almost wholly denied to most schoolgirls and many academically able boys thereby giving them a distorted view of engineering as a career.

Mathematics, physics and principles of technology must be central to the curriculum of all pupils if Britain is to have a prosperous future based upon high technology and international competitiveness.

Catherine Avent is Careers Guidance Inspector of the ILEA and was a member of the Finniston Committee. The opinions expressed are her own and not necessarily those of the ILEA.

Careers & Guidance Resources
from careers consultants

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By Rita Howden and Harry Dowson
Ideal for pupils in their last year at school. A completely updated edition of this really practical guide to choosing and applying for a job and coping with the first few weeks at work. School leavers and younger pupils will find this guide of great help in preparing for career and educational choices. What the Press has said: ". . . contains sound advice presented in a straightforward way." (Industrial Society Magazine).

The Students' Guide to New Degree Courses 1980
with an introduction by Brian Heap
An important guide to the degree courses to be established in the 1980 academic year. This is a key book for all careers advisers, including those already well acquainted with current degree courses and their structures because it gives essential information about new courses which is not otherwise available in one, clear, comprehensive volume. It is also of immediate practical importance to sixth formers and an interesting reference book of developments in Higher Education.

Exercises in Careers Education
Principles and Practice
By David Cleaton with Teachers' Notes edited by Ray Heppell
A series of unique exercises for pupils in groups covering different aspects of careers education. It comprises a teacher's section setting out the aim, resources, preparation needed and the method; pupils' section consists of duplicatable worksheets. The Exercises are bound in a durable PVC ring binder. (Available April).

Further Exercises in Careers Education
Follow-up exercises designed to extend the theme of the original exercises (job knowledge, awareness of others, self-assessment, the community etc.). Presented in the same format as above. (Available April).

Handbook of Free Careers Information in the United Kingdom
This invaluable Handbook contains details of careers information available free from over 200 Professional Bodies and Training Boards. At a time when so little money is available for suitable material it enables Careers Advisers to build up a comprehensive careers library and illustrate careers lessons with audio visual material at no cost. (New edition available April).

Parents and Careers Guidance
By Harry Dowson and Rita Howden
A useful guide for parents to the arrangements most secondary schools make for careers guidance, giving advice on parental influence and participation. This publication should be on sale at parents' evenings and careers conventions. What the Press has said: "Written in a simple and extremely readable style . . . gives advice which is both sensible and practical." (COIC Newscheck).

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THE TIMES EDUCATIONAL SUPPLEMENT

extra

Under pressure from industry craft, design and technology departments are expanding. Why are women hesitating when there are plenty of jobs and good promotion prospects?

Susan Thomas reports

IT'S NICE TO BE WANTED

Traditionally the last week of the Christmas term is given over to quizzes, pantomimes and clearing out the cupboards. The confirmed academics retreat to the library and the rest cheerfully ferry books and apparatus, while the staff carefully pace themselves to last out. Any teacher wrested from the school environs is pretty well guaranteed to be listless, exhausted and reduced to the smallest of talk.

It speaks volumes for the calibre of women teachers of Craft, Design and Technology (CDT) that when they found themselves at a special DES end of term conference, there was no hint of apathy. Quite the reverse. The atmosphere was electric. The issues were already flying before they reached the front door of Shoreditch College and by the end of the second day, one of HM Inspectorate was heard to say bemusedly that he had never encountered a more stimulating group.

The situation is ironic. For years we have had excellent workshops in the secondary schools, the envy of our European neighbours who appreciated long ago that first class engineers and designers do not grow out of thin air. These have gradually run down because few teachers wanted to train for these "low status" subjects and as the largely elderly staff reaches retiring age, the schools find themselves at least 2,000 teachers short.

Suddenly the Government, urged on by industry, has realized that CDT must be fostered, taught to all children of all abilities, even girls, who are, after all, as Mr Carlisle, Secretary of State for Education, said to the conference, "half the nation's intellectual resources". He added that those resources were being wasted scandalously by our policy of directing women away from technology.

The shift of emphasis is late in the day, however, the workshops are closing, girls are excluded from many of those still operational, technical assistants are like gold dust and many staff are finding it increasingly hard to obtain adequate supplies of the admittedly expensive materials which they need.

It is against that background that the DES has launched a vigorous recruiting campaign with a target of 500 new entrants a year and financial support for retrainers. The idea is particularly tempting to women teachers of other oversubscribed subjects who see themselves at risk as staffing is cut. The new design technology degree courses set out to sell themselves with the phrase "It's nice to be wanted" and certainly that is a sentiment that most staff rooms would appreciate just now. So, with Government support for expanding CDT departments, plenty of jobs and good promotion prospects, even "desirability", why are the women so anxious.

Some of them still come up against the old academic prejudices against practical subjects. "I am accepted in the staff room", one teacher at a boys' comprehensive said, "but they pretend that I only teach technical drawing, as a sort of extension of the art department. Although they know that I do metal work they prefer to think that it is just to help out. The head of my department never bothers to come into the staffroom at all."

Another young girl, newly qualified, evinced the response: "Do you really teach heavy craft, that's very butch isn't it?" from another female member of staff. On the whole though, staffrooms tend to accept you at your own valuation and most women reported that after an initial period of doubt, they were accepted and even, the other side of the coin, proudly shown off to visitors as signs of the schools advanced thinking.

The older staff are usually quite willing to accept a young woman into the workshop "better than nothing after all". But the new breed of CDT teacher is a far cry from the old crafts teacher and the new examinations are very different, too. Gone are the days when practical skills were the be-all and end-all of the craft courses. Today's CDT teacher might expect to teach jewelry design using silver and acrylic, supervise a fourth former making a mobility aid for a handicapped child or a sixth former's conceptual design for a shopping precinct as well as teaching the basic craft skills of wood and metal. Much of this is outside the experience and interests of many of the established staff and conflict can occur. "It's all bloody dovetails and no design at all", said one disillusioned young woman who went to the conference to find out about the opportunities for CDT outside the classroom.

One of the 200 women teachers of craft, design and technology help- ing a third-year pupil insert a fresh blade into a tension file in a jewelry design class.

But to be fair most of the 150 women at the conference, and there are only about 200 women teaching the subject, were made welcome by their schools, valued as members of a team and subject only to the same trials and tribulations as their male colleagues. Despite this, there was a general feeling of unease, in some cases amounting to downright suspicion: "I am afraid that we will be like the landgirls during the war, useful in a crisis to fill up the gaps until the men are trained and then we're out. No graded posts, no head of department jobs." The course leaders, HMI's and college lecturers on the whole, were keen to debunk these fears but were patently surprised to find that 80 per cent of the audience were, in fact, only on scale one. It was clear that they were accustomed to address audiences of male staff where the majority of teachers were paid above the basic salary.

It does seem though that the field is wide open for the really confident women who are not afraid to make sure that their talents are appreciated. With the older staff leaving the profession at a faster rate than new ones can be trained, the graded posts are around. Although some heads are prejudiced against women in the workshops, the HMI's and advisers are generally open-minded. The plum jobs as always, will go to those teachers who are good on public relations, who mount exhibitions and invite in the governors, parents and advisers. This is not after all too impossible a task. It is much easier to impress most people with a sophisticated working model of a wind generator or a pewter coffee set than it is with a perfectly balanced, 17 syllable haiku poem. The ambitious CDT teacher does have at least something going for her.

But the problem of women in CDT is much more far reaching than the immediate one of the classroom teacher. The main reason that women represent only a sixth of the CDT teacher population is that girls were and still are excluded by tradition from the workshops. Very many of the women at the Shoreditch conference were only able to come into the subject because they had studied design at art school.

As a bonus many of them also brought their considerable experience of work in industry and commerce or from running their own businesses. They had to retrain to manage the heavy craft (wood and metalwork) side of the course and initially found themselves at a great disadvantage compared with the male students who all had a background of craft experience.

Because there are so few wo teachers of the subject, girls la the role models to identify wi Parents seem to be open-mind Mothers are glad enough to d that their daughters should b some useful woodwork—"Took m all year to persuade her dad to p up some shelves for the kitchen a he's a carpenter". Fathers a usually impartial but it is the p themselves who tend to be m tional. Many girls will do a li woodwork in the lower school a then gratefully opt for dome science in the third year, confor ing to group expectations. Sch which run the more widely ba problem solving, design courses t to lose fewer girls. Perhaps beca the subject is more intriguing uses a wider variety of materi many of them visually attractive

Heads and employers tend to b complacent. Both say that the e ceptionally motivated and talen girls can get to the top. J Savage, former chairman of the C Engineering and Design Committ told the conference his au pair a his post girl had both risen to h places within his own engineerin company. But no employer wo his salt would expect his male co apprentices to start work in th post room and until provision i made for the average girl and no just the exceptional little headway will be made in recruiting from the other half of the labour force.

The Equal Opportunities Com mission finds that girls perform just as well as boys in the skille crafts once they have overcome their initial lack of experience. Little girls lack experience of har spatial toys and games, of materials and tools and older girls are denied craft training. It is a pattern which continues through nursery school to secondary and one which results in severe dis advantage. Where girls have the same opportunities, they show com parable skills to the boys, with a preference for light craft which may reflect a genuine bias or a social expectation.

Despite legislation, 80 per cent of all authorities continue to dissuade girls out of their fair share of crafts or science or even, occasionally, maths. A typical procedure is to exclude girls from the "unsuitable" heavy crafts in the lower school on the grounds of inadequate staffing sufficient for the needs of the though, and then from the "suitable" technical drawing cl in the third and fourth year beca they lack craft experience. It is Catch 22 situation.

Until this hidden discrimination in schools is brought into the open and the EOC's programme encourag ing women into technology is widely implemented, there is little hope change. Even then nothing be achieved overnight but the pioneering band of women teachers of CDT should take heart.

After all, high technology is sup posed to take the muscle out of industry so who better to lead the way into an age of technological prosperity and add a new dimension to British design than that "other half of the nation's brainpower".

extra

BRINGING IN THE PARENTS

By Owen Surridge, author of the newly published "Parents Guide to Careers"

Hard-pressed careers teachers, faced perhaps with responsibility for teaching a subject as well as for introducing several hundred pupils to the facts of working life and very little time to do it in, may feel the idea of bringing parents into the picture is just too much. It is quite enough, they may argue, to have to meet them once a year. Closer contact is unnecessary, liable to prove troublesome and best avoided.

Or is it?

Could it be that in keeping rents at arms length the careers acher is depriving himself of tential allies and forgoing valu help, not to mention important round information that could de clues to the solution of problems?

feeling is that even a small ment of time and energy with could handsomely repay the careers teacher. Moreover, it ld be possible to ameliorate in process, if not actually to cor that powerful parental influence on young people's career choice, so often maladroit and misleading, about which careers advisers complain.

Parents themselves are often unaware of the extent of their own influence over their sons and daughters. They are frequently puzzled and anxious about their children's future, although they may not always admit it, and many of them would welcome guidance if they knew where to turn for it. In return many parents would be very willing to provide help for the careers department.

Parents' difficulties, both with their youngsters and in their dealings with the schools, stem often from ignorance, which is not necessarily their fault. Most of them will probably know vaguely of the careers department's existence; very few will know what it does.

So the careers teacher's first job is to lift the veil and reveal the mysteries beneath. This is best done by preparing a properly designed brochure—a simple, down to earth explanation of the department's aims and the facilities it offers. It should be available to parents from whatever stage the careers department begins to play an active role in their children's lives.

Preparation of the careers department's brochure will help the careers teacher to clarify his own aims. A preliminary exercise is to set out lists of objectives. One would show long-term development plans, another a course outline for the year. Aim for the ideal, and ignore, for the moment, the obstacles in the way; these can be listed afterwards. That will probably be a sobering compilation but there is no call for despair. Leave space alongside each item for the next, pencil-chewing part of the exercise—the ideas for overcoming them.

Subsequent analysis will show that most of the difficulties stem from one of two causes; lack of money or manpower. The solution, in both cases, can lie with the parents.

The next step is to invite the parents to a meeting. Just what form this takes must depend on circumstances. It could be an appropriate occasion for a talk about third years' options, or a discussion on how things have changed since the parents stepped out into the world. It may be the moment to invite them to fire off questions about some of their worries and it will certainly provide an opportunity to talk about the extent of their own influence—which may surprise them—and to make suggestions to help them assess their youngsters' potential, perhaps along the lines I suggest in *The Parents' Guide to Careers* (distributed by Kogan Page; £2.50 in paperback). Or it could be a straightforward getting-to-know-you occasion for parents and staff.

The one essential factor is to make clear the careers department's intentions and its needs, such as money for stationery, a filing cabinet, shelving and books. Parents, particularly parents' associations, are usually good at fundraising and it should not be difficult to find volunteers willing to provide regular secretarial help on one or two afternoons a week. In this way correspondence and filing can be kept properly in hand and contact with the outside world—with local employers, professional bodies, industrial training boards, educational institutions—can be established.

Some parents with a more than usual interest in books may be nursing a secret ambition to run a library, an ambition the careers teacher may be able to satisfy, since a good careers library is essential. Elizabeth Summerson has written a first-rate guide to this aspect of the business under the title *Careers Information and Careers Libraries* (£3.80) which may be obtained from Careers Consultants Ltd, of 12-14 Hill Rise, Richmond, Surrey. If this library can be opened for parents' use some of the time that could be a great help, for parents often have difficulty in knowing where to find information of this kind, but it will necessitate including some books that would normally be outside the range appropriate for young people.

A the heart of the careers department there will be one filing cabinet that must remain strictly closed to all but the careers teacher. It will contain profiles of all the pupils with observations about temperament, abilities, interests and personal values, information that will be an invaluable aid when the time comes to discuss career choices. The contents may, of course, be revealed to parents and pupils then to demonstrate the reasoning behind any suggestions made, but the file must be destroyed once the pupil has left.

Many parents could provide talks about their work, or contacts with others who could do so. Others can no doubt provide openings for works visits and other outings. Anybody with a flair for the dramatic arts could perhaps be persuaded to prepare short sketches to show pupils how to tackle, or how not to tackle, interviews and other matters.

Once a team of helpers has been built up many things become possible. Careers conferences and exhibitions can safely be left to those parents with organizing genius, with the careers teacher playing more of a consultative role and defining the objectives. Somebody would be deputed to make contact with the local press and keep the news editor informed of events. Local employers could be invited to come and talk to parents and young people, with some time left at the end, preferably, for relaxation over refreshment so that personal contact is possible. Internally, it is important for colleagues to know what is going on, both to avoid treading on toes and to enlist help if needed.

This may all sound rather daunting to the lone careers teacher but it really need not be in practice. Once a rapport has been established with parents and providing care is taken to maintain it, then there is every reason to expect to have most things necessary for a very successful careers department.

UNDERSTANDING INDUSTRY

Nigel Richardson reports on Unilever's "Introduction to Management in Industry" course

The draft programme suggested that it might be the ideal end to a long term. Two days with Unilever and CRAC gaining an insight into the main skills in industrial management. The course set in a Cambridge college, with implications of a lavish cuisine and much browsing in the bookshops. Messages of hope like the words "reception" and "bar". But while the hospitality was well up to expectations and the course itself outstanding, anyone who came expecting a rest cure would quickly have discovered his mistake.

After a brief introduction to the skills and qualities industry is looking for, the 24 participants, mostly sixth form tutors, careers' masters or heads of economics or general studies, were divided into four groups and launched into the first of a series of business games. The aim was to examine the concept of "value added". A bakery company, once a prosperous small business but now larger, ailing and with a growing possibility of labour problems, is engaged in the annual wage round. Through the role playing of management and unions, each side prepares its own forecast of the wealth the company may create in the coming year and its consequent wage proposals.

Debate raged and calculators computed until 1.15 am. By 9 o'clock we were round the negotiating table with Unilever executives acting as observers and bringing in messages of imminent mass meetings and strike action to increase the air of urgency. Now we know what really lies behind those bland reports in the *TES* and elsewhere of each round of Burnham and/or Clegg talks. . .

With scarcely time for an executive cup of coffee, we were transformed into production teams and put to work on the CRAC Bradford Game. Here teams organize the manufacture of a range of paper booklets of various designs and sizes. Orders must be collected, loan capital for new or better equipment raised if necessary, the various stages of production planned and carried out, quality control inspection introduced and completed products passed on to the customer for acceptance or rejection.

Would he spot the salesman who put his finger over wrongly punched holes in one set of booklets? A telling insight into the amount of planning called for if plant is to reach maximum continuous output, and something which those of us with no factory experience often take for granted.

The third session was taken up with letters from the personnel manager's in-tray. Industrial relations and sales managers, we were told, tend to be seen as whizz-kids, production managers as dirty and blunt, but personnel men as wishy-washy and lacking in toughness. Such characteristics would have been little use for the problems we were faced with in an imaginary plastics company, which the outline briefing showed to have clear potential but a very poor personnel record. The boilermakers demand a regrading. Problems with absenteeism and controversial dismissals. The possibility of an inter-union dispute over the appointment of a new supervisor. Possible disciplinary action to be taken for a breach of safety regulations, and a controversial new paper on staff motivation and how to achieve it. What were our priorities to be? Clearly it is all a great deal more varied—and complex—than most of us had realised.

For the remainder of the day—finishing by a mere 11.45 pm this time—groups went through a marketing exercise. This time we were both brand managers and advertising agencies, and led by one of the Unilever group's own food marketing managers, we planned the advertising campaign for a real-life product recently launched.

Specific curbs on comparisons with other similar products, potential reasons for consumer resistance, mass media to be used, the type of advertisements, slogans and brand names all had to be considered—and at speed—before the groups reported back. It was these group presentations which generated the most heat, both over tactics and sinister hints of industrial espionage between the seminar rooms. Two groups had chosen the

continued overleaf

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If you would like to discuss Police Careers with a member of the Police Service, please tick here ☐

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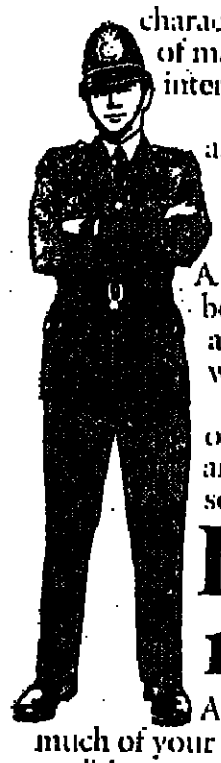

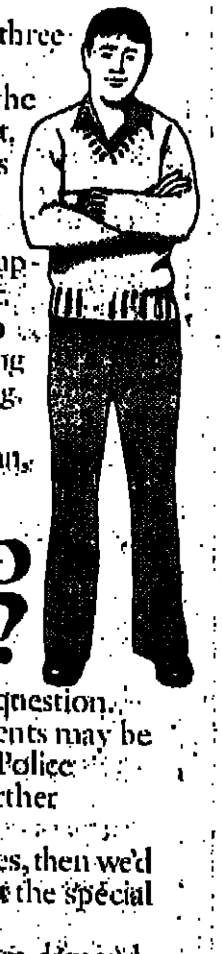

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CHARTING THE ROUTES

Harry Thomason describes courses and qualifications and the possible careers open to physical education graduates

In recent years the study of physical education has been diversified so much that degree courses are available in sports science, sports studies or human movement studies. The academic content of these courses is both challenging and interesting, and students display the same quality of scholarship and inquiry as in any other degree discipline.

Students entering these courses do not necessarily intend to become teachers but many still see this route as the major career outlet. The recent changes in higher education have produced a complex and and still-changing situation, but it is possible to chart the various degree routes.

Academic courses leading to a BA or BSc degree

These courses are variously entitled physical education, sports science, sports studies or human movement studies; and, while the aims and content of each course is often specific to the institution, they all involve the study of man, both as an individual and as a member of groups, in the cultural context of sport, games and dance.

Elements offered include biology of physical activity, exercise physiology, biomechanics, psychology of sport, social and historical aspects of sport and games, comparative studies and the study and practice of sporting skills.

The degree may be taken singly or combined with another academic subject, and at honours or ordinary degree level, depending upon the institution. Loughborough and Birmingham Universities offer such degrees at honours level, as do some polytechnics, at honours or ordinary level (e g, Brighton and Ulster) and institutes of higher education (e g, Crewe and Alsager). They are undergraduate courses designed to allow the student to study the subject to first-degree level and do not qualify students to teach physical education in secondary schools.

Teacher-training courses in physical education

There are basically two ways in which it is possible to qualify as a "specialist" teacher of physical education.

BEd degrees: this is a concurrent three (pass degree) or four (honours degree)—year course in which learning to teach physical education is undertaken at the same time as studying the subject.

In addition to studying "academic" aspects of physical education and human movement (mainly as in the academic courses already described), students study education, go on teaching practice in schools and often study one other subject.

In the four-year honours course the fourth year is mainly academically based, the teacher-training elements having been substantially completed, although this varies with institutions.

On completion of the course students are qualified to teach physical education in schools. Because of the many institutions offering BEd degrees that include physical education, choosing a course can be difficult but students should consider size of staff, facilities, tradition in teacher-training and success in job-appointments as important.

Postgraduate Certificate in Education (PGCE): This is a one-year course of teacher-training in which students learn to teach physical education and usually one other subject.

Specialist training is available at some universities, e g, Loughborough and Exeter, polytechnics, e g, Leeds and institutes of higher education, e g, West London.

It is possible to join some of these courses after practically any first-degree subject, but this situation is rapidly changing to one in which only students who have taken physical education/sports science/human movement as at least a major part of their undergraduate course will be accepted, e g as at Loughborough, where the PGCE (A) Course caters only for "specialist" qualified students. The emphasis during this year is on teaching method and education, building on the knowledge of sport, games and dance gained on the undergraduate course.

Several universities (e g Liverpool, Newcastle, Bristol, Loughborough (C) course) offer courses in which physical education is taken as a teacher-training course with an academic subject which is the major teaching subject. This sort of course qualifies students to offer some parts of the physical education curriculum when teaching, but is not aimed at "specialist" training.

With the decreasing need for teachers, and this applies equally to physical education, students should ensure that a training place is obtained at an institution that is "recognised" as producing "specialists"; it is not simply a question of going to college to do physical education, but more a question of "will I get a job at the end of my training?" Generally speaking, students from what were the women's specialist colleges and the men's "wing" colleges find it easier to obtain posts, and careers teachers in schools should be familiar with the names of these institutions. A recent publication about employment of new graduates with teacher-training qualifications says that students with a degree and a PGCE qualification from the university sector find little difficulty in obtaining employment.

A recent innovation at Loughborough University allows students to pursue one of our single or combined honours courses until the end of year two then transfer to a further two-year course that is, in effect, a concurrent two-year teacher-training course on which students take their one/two academic subjects plus education.

The expanding field of leisure and recreation has prompted the introduction of courses related to this area. A BSc degree in physical education, sports science and recreation management is offered at Loughborough, this is in its fifth full year and is proving very popular. The recreation management involves the study of a wide of management subjects and the application of those skills recreation management. degree in recreation management also offered at Loughborough the graduates from this course applied themselves well to the employment they have chosen.

The student wishing to study the general area of physical education is offered a very comprehe range of degrees in varying tions. After graduating with these degrees there is no believe that entry might gained to occupations unrelated physical education in the as graduates in other Those wishing to teach can one of the various routes taking into account the points about employment prospects.

Students studying physical education coupled with recreation management / administration / planning have other career opportunities open to them:

(a) within schools and other educational and social institutions community recreational access is increasing. The management of facilities in these spheres for public recreation, either full-time or part-time, with teaching, provides a growing career-prospect;

(b) in the private and commercial sectors (e g, squash, golf and other sports clubs and associations) and in voluntary organizations, where coaching and management are needed. Other more limited opportunities exist in the sphere of sports goods manufacture and sales design and general marketing, and in the professional practice of sports performance. In the public sector, and particularly within local authorities, a graduate profession will emerge in the planning and management of sports and recreational facilities and services, and in the general administration of recreation and leisure services departments. In 1978-79 local authority expenditure on sport and recreation exceeded £500m;

(c) limited number of opportunities exist within governing bodies for sport at national and regional levels, in organizations including the Sports Council in sports advisory services, and in research, and in the operation of countryside recreation training and education centres, both public and private, and within national park services.

Those students who study physical education in its various forms and combined with academic subjects have a number of career opportunities open to them. However, they must remember that, unless there is a specific vocational commitment as in teacher-training, the study and possession of a degree does not necessarily qualify the holder to undertake a specific career.

The ability of the new graduate to find employment depends on the individual concerned and his commitment to his chosen career, and this holds true for the graduate in physical education.

Professor H. Thomason is Head of Department of Physical Education and Sports Science, Loughborough University of Technology.

"Understanding industry" continued

same brand name, two more the same television star to launch it.

When the time came to examine the campaign which had actually taken place, the finished package design and videotapes of test advertisements, we were not slow to criticize both the style and choice of presenter. Predictably, but very instructively, we were fighting a losing battle—the product had more than justified the marketing men's predictions.

Sessions on the final morning were devoted to an examination of current and likely future graduate employment trends and to a media view of industry from an ex-BBC correspondent-turned-information-chief. A good example here of teaching by anecdote including the hilarious description of how at least one union official found life behind the Iron Curtain might not be all it was supposed to be. Then for the final hour, Unilever, CRAC and teachers examined the demands that school and industry can make on each other in the future.

After the initial "Why are schools so prejudiced against industry?" and "Why does industry send such poor speakers to schools?" debate, it was down to practical details. Money for education projects clearly is tight and concrete benefits to a company from such involvement is hard to prove, but most of us discovered that far more links already existed than we were aware of. The main problem seems to be the lack of a complete and regularly updated compendium. Then it was lunch, the chance to browse those books, and home.

There can be no doubt that such a course is invaluable to any teacher engaged in sixth form or careers' work. Not only do the formal sessions give a stimulating and concentrated idea of what industry does, but they also provide a chance to examine much of the current literature and material available for industrial education. It was very useful to be able to talk informally with the industrial representatives, particularly when you have already been provided in your course papers with details of their careers to date.

And although business games can never wholly recreate a situation in which real jobs and profit margins are at stake, they are a far more effective way of initiating industrial awareness than any lecture or most factory visits. "If you are going to build a brand for the company", we were told, "you have to build a brand for the consumer." Consumers in the teaching profession given the opportunity to attend a future course of this type should seize the chance with both hands.

Nigel Richardson teaches at Uppingham School, Leicestershire.

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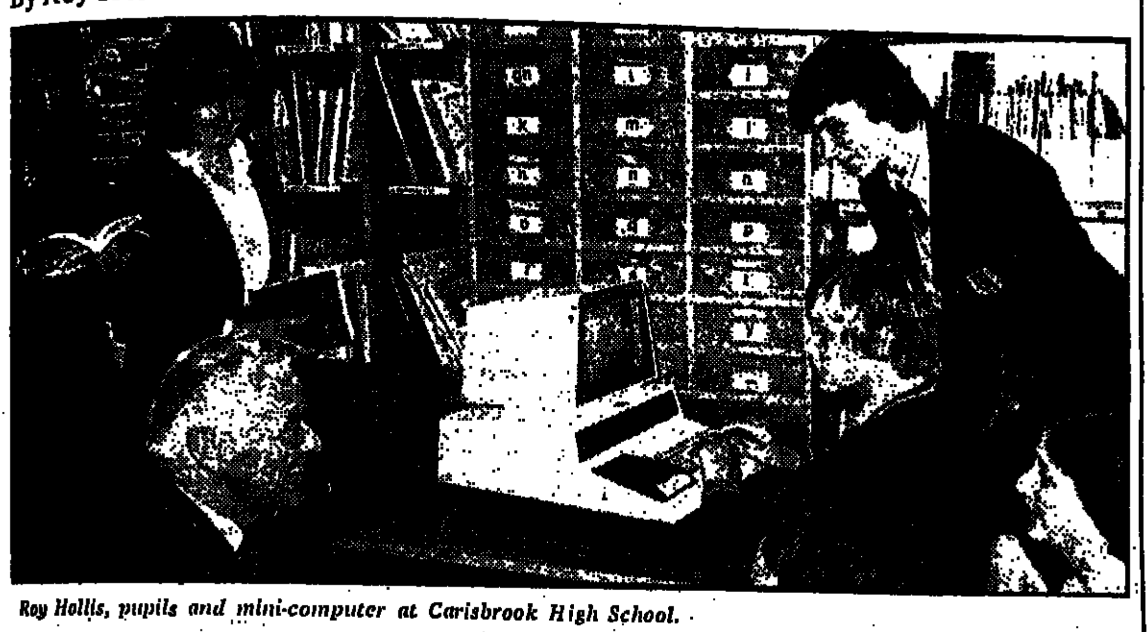
extra

GUIDANCE—BY ALL, FOR ALL

By Roy Hollis



Roy Hollis, pupils and mini-computer at Carisbrook High School.

"Guidance—by all for all" was the headline on a letter of mine published in the *TES* in 1974. In that letter I argued for the early demise of the narrower concept of *careers* on a departmental and micro basis as practised in most secondary schools in England and Wales, in favour of a more all-embracing philosophical and organizational structure at macro and management level within the wider framework of the generic term—*Guidance*.

Events in my own school (13 to 18 comprehensive in the Isle of Wight) since that letter have reinforced my case and, in some measure, have helped to secure a singular honour for Carisbrooke High School, which was recently chosen, from 4,700 possibles, to represent the whole United Kingdom in a Council of Europe study. This study, to be presented to the Governments of the 22 participating countries, is part of a project by an international team preparing reports on 10 European schools as examples of good practice in the all-round preparation of young people for life—and what is *guidance* if it is not part of a system concerned with preparation for life.

By the same, albeit smaller, token that Dr Harry Judge recently called for the wholesale structural reorganization of primary and secondary education ("Reformation for a brave new world—*TES*, January 4, 1980), I have similarly campaigned for a total rethink on the introduction of *Guidance* as a process in schools. Indeed, some years ago after addressing a Careers Research and Advisory Centre course for head and senior teachers on the need for such a rethink, I was subsequently described as the *enfant terrible*, and accused of making the audience feel uncomfortable! I remain unrepentent and would dearly wish to continue to make many more teachers feel less comfortable about their approach to careers activities and the limited manner in which they still operate in too many secondary schools of today.

Clearly there is a strong case for a reappraisal of attitudes towards, and the emphasis to be given to, the whole question of career guidance if as educationists we are to serve the real needs of our students as they prepare to live the major part of their lives in the twenty-first century.

Let us also recognize the needs of the country in terms of the micro chip revolution around the corner, apart from the need to educate the young to accommodate social change and to achieve some minimal understanding of the political, economic and industrial issues of the day—as part of a life skills approach that will carry them forward into adulthood. "Careers" as a sole concept, suggests that jobs automatically await school leavers whereas, surely, it is far more important to provide a survival kit that will enable youngsters on leaving school to cope both with themselves and with the reality of modern day living where paid employment is no longer necessarily available for all.

"Although these personal opinions are reinforced in a recent National Association of Head Teachers paper (Education and Training of the 16-18s), what of the diehards who still tend to consider that the only measurement of success of their school, in its preparation of students for life, hinges on the number of "O" and "A" levels accumulated by their top stream?

But, what has all this to do with guidance? Simply a recognition that this is what it is all about since, until many schools have re-evaluated their *modus operandi* (Carisbrooke carried out a searching external evaluation on guidance in 1978) and faced up squarely to fundamental issues in their philosophy, organization and, above all, the thinking behind the curriculum content necessary to meet the challenge of the next decade, careers guidance of any value has no real framework within which to operate.

For lack of real participation in the management team and school policy, in many schools the teacher designated with responsibility for careers finds himself out on a limb. Hence, if career guidance is to mean anything, the need for an umbrella structure in which all the interdependent parts from within and without the school are drawn together as a composite whole. In my own school there is no careers department since the guidance system as a function is totally non-exclusive and assumes that everyone is involved, as they are, under the overall aegis of the coordinator.

In practical terms, our organization can be regarded as a three-legged stool in which each foot is mutually supporting the other two. Thus, there are three separate functional systems, associated but distinct, carried on by the same group of people within their different roles:

Academic—seeking student intellectual achievement.
Pastoral—overseeing personal development and student welfare.
Guidance—harnessing both the above, together with other agencies that will help to prepare students for a happy and successful life style on leaving school.

Selecting some of the guidance elements within these associated functions, our *academic* activities already incorporate all the principles of a common curriculum (*vide DES Framework*) in which room is found (for *all*, systematically in *all* years) for many aspects of life preparation (for example careers education, health, sex, life skills, decision making, introduction to politics, economics, sociology and so on) as well as all the conventional subjects, with limited choice option. Subject teachers are given opportunity of getting out of school into commerce and industry to update and relate their teaching to the needs of the world outside.

If, as the Head decrees, the school is to be "uncompromisingly comprehensive", it must be seen to provide equal opportunity for all and therefore adopts a "setting" rather than a "labelling" system; the very real needs of the less able and handicapped are as important as those of the high flyers and the girl leaving school with her two CSEs is just as highly regarded as the boy following a five A level course and heading for Oxbridge.

The *educational* implications of career guidance are best dealt with by the academic team, in conjunction with careers officers, especially in matters concerning subject/career choices.

Pastoral care necessarily involves *everyone* in school (for example many referrals come from school nurse); help includes assistance in careers research and with the *vocational* implication of career guidance—especially after student absence on work experience (available to all in final year). Since each student is from a different home background, with different physical, intellectual, social and vocational development, it follows that the only possible starting point in the pastoral system is the student as an *individual*, within his tutorial group.

During his few years in the secondary school he has to be helped to sort out *by himself* and to determine *for himself* (using Carisbrooke's system of student self-appraisal) the best means of coming to a sensible choice on his future lifestyle. Here, though, "careers" in its *occupational* and clinical sense becomes the responsibility of the professionally trained careers officer, closely associated with each year group.

Finally, to some other aspects of the guidance process whose procedures start in our contributory feeder schools and extend into further education (including many vocationally biased link courses), higher education and beyond, to those who have left school and who provide useful feedback into the system.

Parental involvement is actively encouraged at all stages—particularly at key "choice" points. This includes a *Parents Directory*, an after-school phone-in service, optional attendance at routine careers talks, opportunity for comment arising from school reports, examination entries, student interest forms and so on, apart from the normal spate of year and open education meetings, etc.

Industrial / commercial liaison figures highly in the careers guidance programme. The school is in active membership with the local chamber of commerce, manufacturers and industrial training groups. Thanks to our Understanding British Industry link, the extensive careers library includes a micro-computer for use by all students.

Since guidance figures as a central pillar in the school's organization, it is advantageous that it should be responsible for the detailed planning of the school calendar and coordinate all the record systems; these include regular monitoring of academic progress, social and vocational development. The policies and procedures are outlined in various brochures given to parents and students (Years 4/5, VI Form and so on) and summarized in a *Handbook on Guidance*.

As the whole programme is integrated into the total school life, it would probably be difficult for a youngster to identify any one area under a *career* label (except, perhaps, for individual counselling sessions) since this is a basic principle behind our thinking of what real *guidance* should be—for all, by all.

Roy Hollis was formerly Director of Guidance, Carisbrooke High School, Isle of Wight.

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PATTERNS OF PREFERENCES

By G. A. Summerfield, consultant director Careers Analysts Vocational Guidance Services

Selecting the right career has become increasingly difficult and fraught with dangers for the young person leaving school. Decisions on choice of subjects for CSE and GCE qualifications, and the need for earlier specialization, have become particularly important. Quite often the dropping of a particular subject can lead to considerable problems if this turns out to be an essential subject at a later stage.

At 16 years of age decisions have to be taken on whether to leave school, take up an apprenticeship, continue up to A level standard specializing in two or three subjects, or whether to take up vocational training. The range of courses and qualifications available, particularly after A levels, has become quite bewildering both for young people and their parents. Much more care must be taken in choosing a university degree with career implications in mind.

All too often these vital decisions are taken under considerable pressure and without an awareness of the range of opportunities available. Reaching the wrong decision can often lead to years of wasted effort and employment problems at a later stage where specialization is all important.

Increasingly young people and their parents are turning to a career analysis and vocational guidance for an assessment to help reach the right decisions from the start. We begin by first undertaking an assessment of the person concerned to establish what will best suit abilities, interests, personality and needs. On the basis of this assessment we are then in a position to discuss and advise on choice of subjects, courses, qualifications and ultimate careers.

Armed with knowledge and information about the applicant involved, we can then make specific recommendations on the type and level of career best suited to the individual's needs, bearing in mind the fact that as professional experts in this field, we are aware of the wide range of opportunities available.

A vocational guidance organization, therefore, has the time and expertise to give systematic and objective guidance and advice. Moreover, we can add the advantage of extensive experience in using aptitude tests, interest questionnaires and personality assessments to advise on educational and career choices.

Our systematic approach distinguishes being interested in something and being good at it; between having the necessary potential to learn in the future and having the knowledge and skills now. The advice is objective because the consultant is not personally involved. He gathers information from many sources and weighs up all the crucial factors in a way appropriate to the individual concerned. He takes into account the wishes of the parents and the recommendations made by the school without allowing them to dictate his conclusions.

A well organized career analysis will consist of the following:

Personal data form: This collects information about a young person's family background, health problems, school attainments, hobbies and interests, his assessment of his own assets and limitations and the kinds of occupations he has already considered. It is completed at home before a person comes for testing and interviewing.

Aptitude tests: The applicant spends three hours taking aptitude tests at Career House. They are designed to establish how well young people can cope with different subjects, courses and careers irrespective of what they have done so far. The battery covers verbal and non verbal reasoning, numerical, perceptual, spatial, mechanical aptitudes and clerical speeds. It can identify the level towards which a young person can aspire and also the type of learning for which he has the highest ability—the individual's profile of assets and limitations.

Interest questionnaire: In expressing preferences for particular types of jobs and activities, an individual is drawing on a mixture of information and misinformation. Preferences may be based on sound knowledge of the jobs, or be more concerned with the money, prestige and glamour. A standard questionnaire we use helps sort out the pattern of preferences for different types of work—for work with things, people, words and figures, or for artistic or active outdoor pursuits. By using an interest test a pattern will emerge, even among young people who have absolutely no idea of which career they will enjoy most.

Consultation: Before seeing the applicant, the consultant studies the personal data form and the results of the aptitude tests and interest questionnaire. The consultation is used to "test out" the picture which emerges and to assess personality factors which may need to be taken into account in reaching decisions. The consultation will give a young person an opportunity of discussing in complete confidence his own feelings, attitudes and aspirations. It is often easier for young people to talk freely with a consultant who is used to drawing out a young person's feelings with non-directive questions such as "tell me more about that" or "comparing this with that, which did you enjoy more?", than it is to discuss freely with parents, teachers, employers or friends.

In drawing conclusions, the consultant takes into account additional help and information obtained by looking at school reports, educational reports often provided by headmasters or career teachers at schools and the consultation with one or both parents who are seen separately by the consultant after the young person has been interviewed.

Report and recommendations: The information is drawn together and presented first to the young person and then to the parents, and the results of the tests and questionnaires explained. An opportunity is given both to the young person and the parents to discuss the recommendations made and to raise questions or offer comments. The assessment is very logical and it is important for everyone to have an agreed picture of the applicant concerned and to understand how conclusions can be drawn from this picture in a systematic and objective way.

The report presents the results of the tests, shows how the conclusions are drawn and makes recommendations. It also provides the consultant with an opportunity of giving details of relevant organizations to contact and reading material.

We have an "open ended" invitation to keep in touch with us and contact us again should any problems or questions arise. We also ask for future examination details to be sent to us so that we can make our comments, and have a standard follow-up questionnaire which is sent out two years after each assessment.

The assessment as described is in fact available not only to young applicants, but to people of all ages. With more mature applicants, more account is taken of career decisions so far, work experience, as well as attitudes. Quite a number of our applicants in fact are teachers who are considering a change.

With young people, the earlier they come, the more we can help. Ideally young people should be seen six or nine months prior to the taking of CSE or GCE O-level qualifications. Even where young people are obviously moving towards ultimate university qualifications, it is still important to ensure the right choice of A-level subjects, and the relevance of this choice to applications for university, polytechnic or other forms of higher education.

It is also particularly important for some young people to decide whether they should go on with A levels at all, or whether the emphasis should be more on vocational courses such as the national diplomas at technical colleges (as, for example, in business studies or engineering), or more practical training in apprenticeships, by day release or on a "sandwich" basis.

We have often found that young people apply themselves with much more confidence and enthusiasm when they are fully motivated, have a sense of direction and specific career targets towards which to aim. Where people fail courses or under-achieve, it is often because they are working in a vacuum and with little purpose.

To sum-up, therefore, a vocational guidance organization, such as Career Analysts, provides a systematic assessment to help applicants understand themselves, their assets and limitations and the type, level and organization which from a career point of view suits them best. This self-knowledge, and the recommendations made, allows applicants to reach the right and considered decisions on choice of subjects, suitable courses and relevant qualifications, as well as ultimate careers. The report prepared acts as a permanent record of what has been established, so that applicants can always use the information provided in future years to take into account changes in the economic climate and the impact of new technologies on opportunities for employment.

IN TOUCH WITH THE OUTSIDE

Jane Hunt and Mervyn Flecknoe describe the aims and work of the careers service on Stantonbury Campus, Milton Keynes.

When we remove our children from the middle of society and put them into schools for seven hours a day we remove them from the information and influences which enable them to understand work.

We deprive them of the data which would help them to select an appropriate occupation. In constructing our careers programme, we have asked at each stage "Is outside contact appropriate here?"

Parents are invited into school several times each year to ensure that campus, parents and student have similar aims and aspirations. In the fourth year about 20 specialist speakers visit the campus to talk with self-selected groups about specific occupations.

Teams of Rotarians and trade unionists talk to fifth and sixth formers about getting and keeping a job, and one third of students in their final year spend three weeks out on work experience. Around these, and many other, contacts between the campus and "outside", we have built a comprehensive careers programme.

The centre of all our activities is a careers room, well stocked with materials from all free sources, and a few from which we have bought. Parents, teachers and students use it constantly for reference, or come in to consult our careers specialist. Here the careers officer interviews fifth and sixth formers by appointment during a regular day and a half each week on campus. Groups of students from all years come to browse, or investigate specific topics with their own form teacher.

We are firmly convinced that form teachers are the right people to teach a careers programme. The "what sort of person am I?" work in the third year is far too personal to be approached effectively by any other teacher. This means that the careers specialist is teaching and inspiring other teachers, not students. Once the form teacher is informed and enthusiastic about careers education there is no one better trusted by the student. It is necessary for all the form teachers in each year to share attitudes, aims and objectives, and to use materials and visitors in common.

We achieve consensus in these matters by regular monthly meetings of each year of tutors, and weekly meetings of the heads of pastoral units, together with the deputy responsible for careers work and the careers specialist.

The three years of our main course can be categorized as:

Finding out about myself,
Finding out about occupations and people who do them.
Making decisions about my future, finding, getting and keeping a job.

It is a comprehensive course because in it students of all abilities and potential destinations consider, for instance; working in a major store, outdoor physical labour and university education. We feel it is important that students emerge from school with a lively appreciation of occupations for which they are not suited, and of the people who are suited to them. In this small way, we could have some good effect on our divided nation.

Close relationships between our own teachers and local commerce and industry add authenticity and colour to the deliberations of the students.

The sixth form course is a little different. We play many simulation games; investment, management and democratic organization. Some of our students have formed a Young Enterprise company, plaguing the staff with leather goods. Every student has a mock interview, often with an outside industrialist or lecturer, to prepare him for the real thing at university or elsewhere.

Groups of sixth-formers meet professional, managerial or union staff from local industries to discuss and exchange ideas. We are disturbed by the attitude prevalent among sixth-formers that industry and commerce are dirty, awkward and to be avoided where possible. We hope that close contacts with "real people" might help to alter this attitude a little.

This year we run our careers convention. Sixty occupation groups will be represented by about 200 advisers who take their stands for a 12-hour shift. The convention is held in a public sports centre, and the general public are welcome to attend. Many of the advisers have already attended a pre-convention meeting to agree aims and organization, we see the enterprise as a partnership.

Each student spends the previous month preparing with his form teacher: "How would you organize a convention?", "What do you want to know?", "Whom will you visit?". They fill in their own curriculum vitae and the names of the advisers they will see. Students visit by rota during the day and with parents in the evening.

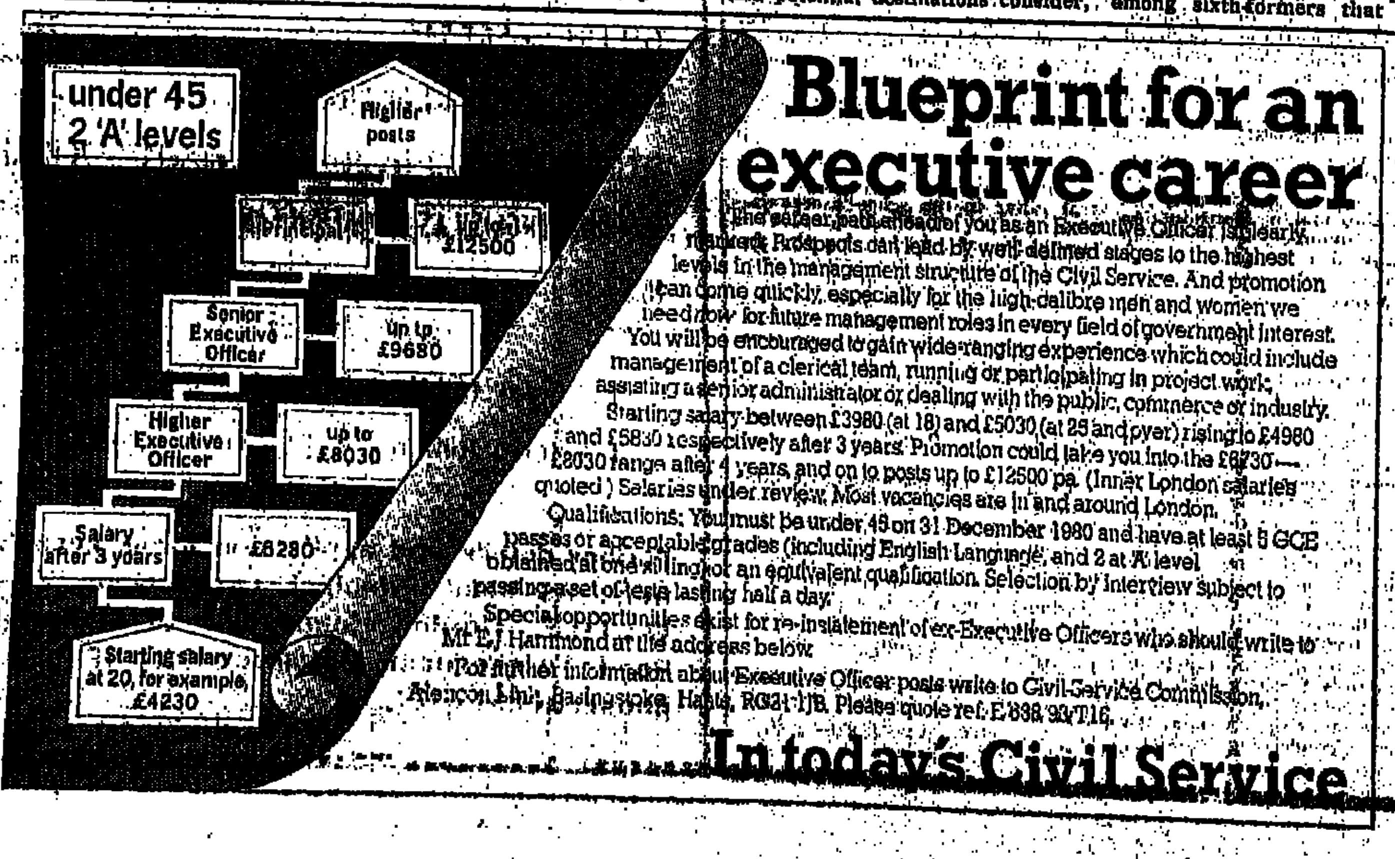
Careers education began by providing information to students about occupations, now with many others, we see it mainly as an education of attitudes. We want students to emerge with a positive and informed attitude to the world of work, appreciating not only how, when and where to get and keep a job, but also how that job fits into the jigsaw of the nation's wealth creation.

Jane Hunt is careers specialist at Stantonbury. Mervyn Flecknoe is deputy head teacher responsible for careers education.

RESEARCH

The Occupational Research Centre, Hatfield Polytechnic has carried out research over the past 5 years which has resulted in Job Knowledge Indices (JKIs), aids for careers work with pupils aiming at technician and professional level jobs, and in courses to help Careers Advisers make most effective use of them. Careers advisers have frequently asked the ORC for material comparable to JKIs to help younger pupils with subject choice. The Leverhulme Trust has now awarded the Centre a grant of £67,000 over 3 years to research ways to achieve this.

Throughout the Project every effort will be made to involve Careers Advisers in the research. Initially, the ORC will identify the careers information needs of the 11-14 year old pupil and then, from their research findings, will produce appropriate aids.



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[illegible] the career path ahead of you as an Executive Officer is clearly marked. Prospects can lead by well-defined stages to the highest levels in the management structure of the Civil Service. And promotion can come quickly, especially for the high-calibre men and women we need now for future management roles in every field of government interest.

You will be encouraged to gain wide-ranging experience which could include management of a clerical team, running or participating in project work; assisting a senior administrator or dealing with the public, commerce or industry.

Starting salary between £3980 (at 18) and £5030 (at 25 and over) rising to £4980 and £5830 respectively after 3 years. Promotion could take you into the £6730—£8030 range after 4 years, and on to posts up to £12500 pa. (Inner London salaries quoted.) Salaries under review. Most vacancies are in and around London.

Qualifications: You must be under 45 on 31 December 1980 and have at least 5 GCE passes or acceptable grades (including English Language, and 2 at 'A' level obtained at one sitting) or an equivalent qualification. Selection by interview subject to passing a set of tests lasting half a day.

Special opportunities exist for re-instatement of ex-Executive Officers who should write to Mr E J Hammond at the address below.

For further information about Executive Officer posts write to Civil Service Commission, Alencon Link, Basingstoke, Hants, RG21 1JB. Please quote ref. E 838 93/T16.

In today's Civil Service

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Primary Education

Headships

BARNET
(London Borough of)
Required for September 1980,
ST. VINCENT'S R.C. J.M.I. SCHOOL
The Ridgeway, Mill Hill NW7 1EJ
Roll 25[illegible]
Applications are invited from suitably qualified and experienced teachers for the HEADSHIP of this Group 4 school. Applicants must be practising members of the Roman Catholic Church.
In approved cases assistance may be given by way of temporary housing, the payment of removal expenses and separation allowances.
Application forms and further details (S.A.E.) obtainable from, and returnable to, the Correspondent to the Managers at the school by 8th March, 1980.

BEDFORDSHIRE
EDUCATION SERVICE
HUSBORNE CRAWLEY LOWER SCHOOL
School Lane, Husborne Crawley Bedford
HEAD TEACHER
Group 1
From September, 1980. Applications are invited for the HEADSHIP of this Group 1 Lower School which caters for children aged five to nine years. Estimated number on roll September, 1980, 48 pupils.
Closing date: 14th March, 1980.

MAIDENHALL INFANT SCHOOL
Newark Road, Luton LU4 8LD
HEAD TEACHER
Group 5
From September, 1980. Applications are invited for the HEADSHIP of this Group 5 Infant School which caters for children aged five to seven years. Estimated number on roll September, 1980: 210 pupils.
Closing date: 14th March, 1980.

LITTLE STAUGHTON LOWER SCHOOL
Little Staughton, Bedford
HEAD TEACHER
Group 1
From September, 1980. Applications are invited for the Headship of this Group 1 Lower School which caters for pupils aged five to nine years. Estimated roll September, 1980: 29 pupils.

Closing date: 7th March, 1980.
Application forms and further details for the above posts obtainable from: D. P. J. Browning, M.A., Chief Education Officer, County Hall, Bedford, MK42 9AP.

BERKSHIRE
COLEY PARK PRIMARY SCHOOL
Wensley Road, Coley Park, Reading RG1 6DU
Number on Roll 230.
Required September, 1980:—
HEAD TEACHER (Group 4).
Further details and application forms from the Director of Education (Staffing Section—EB/RN), Kennet House, 80-82 Kings Road, Reading RG1 3BL (S.A.E.). Closing date: March 12, 1980.

BERKSHIRE
GEORGE PALMER JUNIOR SCHOOL
Basingstoke Road, Reading RG2 0EN
Number on Roll 536
Required September, 1980:—
HEAD TEACHER (Group 6).
Further details and application forms from the Director of Education (Staffing Section), Kennet House, 80-82 Kings Road, Reading, RG1 3BL.
Closing date: 12th March, 1980.

CAMBRIDGESHIRE
HUNTINGDON AREA
HUNTINGDON COUNTY JUNIOR SCHOOL
Ambury Road, Huntingdon
Applications are invited for the HEADSHIP of this Group 6 school from September, 1980, 331 on roll.
Application forms and further details available from the Senior Area Education Officer, Gazeley House, Huntingdon, returnable by March 12.

CAMBRIDGESHIRE
HUNTINGDON AREA
RAMSEY ST. MARYS COUNTY PRIMARY SCHOOL
Ashbeach Road, Ramsey St. Marys
Applications are invited for the HEADSHIP of this Group 2 school from September, 1980. 76 on roll.
Application forms and further details available from the Senior Area Education Officer, Gazeley House, Huntingdon, returnable by March 12.

CAMBRIDGESHIRE
HUNTINGDON AREA
RAMSEY SPINNING INFANTS' SCHOOL
High Street, Ramsey, Huntingdon
Applications are invited for the HEADSHIP of this Group 4 school from September, 1980: 180 on roll.
Application forms and further details available from the Senior Area Education Officer, Gazeley House, Huntingdon, returnable by March 12.

CAMBRIDGESHIRE
PETERBOROUGH AREA
THORPE COUNTY INFANT SCHOOL,
Atherstone Avenue, Peterborough, PE3 6UG.
Group 4. Roll 154 plus Nursery Class.
HEADSHIP
Required for September 1980:—
[illegible]

CAMBRIDGESHIRE
[illegible]

CORNWALL
EDUCATION COMMITTEE
[illegible]

CROYDON
(London Borough of)
EDUCATION COMMITTEE
[illegible]

AVON COUNTY
[illegible]

BRENT
(London Borough of)
EDUCATION [illegible]
[illegible]

Scale 1 Posts

BARKING & DAGENHAM
(London Borough of)
ASSISTANT [illegible]
[illegible]

CUMBRIA
COUNTY COUNCIL
ST. JOSEPH'S R.C. PRIMARY SCHOOL
Frizington.
Aided mixed four to 11 years. 66 on roll.
Required for September, 1980, a HEAD for this Group 2 school. S.P. allowance available.
[illegible]

DORSET
[illegible]

DORSET
[illegible]

DUDLEY
(Metropolitan Borough)
[illegible]

For all appointments, further particulars and application forms (s.a.e.) available from J. Buck, Director of Education, Education Department, 3 St. James's Road, Dudley, West Midlands, DY1 1JQ, to whom completed forms should be returned by 7th March, 1980.

IPSWICH
[illegible]

KENT
COUNTY COUNCIL
[illegible]

HAMPSHIRE
NAZARETH R. C. FIRST SCHOOL, Portsmouth
Voluntary Aided 5-8 years.
Required from September.
HEADTEACHER—Group 4.
Applications are invited from suitably qualified and experienced candidates who are practising Catholics. Application form and further [illegible]

HAMPSHIRE
[illegible] of HEAD TEACHER for this new school, opening in September, 1980, presently called Yateley (South) County Primary School) Group 5.
Closing date, March 5, 1980.
Application forms and further details obtainable from the Area Education Officer, Crossways, Boundary Road, Farnborough, Hampshire, on receipt of a s.a.e.

HERTFORDSHIRE
COUNTY COUNCIL
ST. ALBANS DIVISION
ST. BERNADETTE R.C. J.M.I. SCHOOL
Walsingham Way, London Colney, Nr. St. Albans.
Applications invited from suitably qualified and experienced candidates for the post of HEAD of this Group 4 school from September 1980.
Application form and further details from Divisional Education Officer, County Council Offices, Civic Centre, St. Albans, on receipt of stamped addressed envelope.

Hounslow
(London Borough of)
EDUCATION COMMITTEE
Education Department, The Civic Centre, Lampton Road, Hounslow TW3 4DN
FORGE LANE INFANT SCHOOL, Forge Lane, Hanworth, Feltham TW13 6UN
Head Teacher: Miss J. England
Required for September, 1980.
Applications are invited from suitably qualified experienced persons for the
HEADSHIP
of this Group 4 school due to the retirement of the present Head Teacher. The present roll of the school is 213.
The School is a purpose-built open plan school in very pleasant surroundings.
The School has a nursery unit and provides for children 3-plus—7-plus.
Interested candidates are invited to visit the school by arrangement with the Head Teacher (Telephone No. 01-898 0824).
London Allowance £408. Closing date: within 14 days.
Application forms and further details are available from the Director of Education, The Civic Centre, Lampton Road, Hounslow TW3 4DN (foolscap stamped addressed envelope, please).
[illegible] Groves, Director of Education.

HEADSHIPS

North East Essex Area
Hazelmere County Junior School, Hawthorn Avenue, Greenstead Estate, Colchester (Roll 377) Group 5 for September, 1980.

Southend Area
Prince Avenue County Infant School, Hornby Avenue, Westcliff-on-Sea, Southend (Roll 154) Group 4 for September, 1980.

Central Essex Area
Runwell County Junior School, Canewdon Gardens, Runwell, Wickford (Roll 225) Group 5 for September 1980 or as soon as possible.

Previous applicants need not re-apply.

CLOSING DATE: 14th March, 1980.

Application forms and details from (foolscap S.A.E. required) County Education Officer, Threadneedle House, Market Road, Chelmsford CM1 1LD.

ESSEX
County Council

The Borough is within easy access of Central London and bordered by Epping Forest.

Required for September, 1980:

Thomas Gamuel Primary School

It is anticipated that the school will open in January, 81.

Head Teacher:
Group 6 School

[illegible] from £7,989 to £8,787 plus Outer London [illegible]ance.

[illegible] roll: 360.

[illegible] forms and further details obtainable on [illegible] of s.a.e. from the Chief Education Officer, [illegible] Borough of Waltham Forest, Municipal [illegible], High Road, Leyton, London E10 5QJ.
[illegible] date: 21st March, 1980.

— London Borough of —
Waltham Forest

PRIMARY
Headships
continued

HERTFORDSHIRE
COUNTY COUNCIL
STEVENAGE DIVISION
PEARTREE SPRING J.M. SCHOOL
School Close, Stevenage

HEAD TEACHER required for September 1980 for this established Group 6 Junior, which is pleasantly situated in the south of Stevenage. 330 pupils on roll.

Applications, naming two referees, should be returned to the Divisional Education Officer, The Grange, High Street, Stevenage, from whom further details are available on request. Removal expenses may be paid.

Closing date Monday, March 10, 1980.

HERTFORDSHIRE
COUNTY COUNCIL
PARK STREET C. OF E. J.M.I. SCHOOL
Branch Road, Park Street, Nr. St. Albans.

Applications are invited from committed Christians with suitable qualifications and experience for the post of HEAD of this Group 4 school serving an Evangelical parish, vacant September.

Application forms and further details from Divisional Education Officer, County Council Offices, Civic Centre, St. Albans, on receipt of stamped, addressed envelope.

ISLE OF WIGHT
COUNTY COUNCIL
WHITWELL COUNTY PRIMARY SCHOOL
Wroxall, Ventnor
Age range 5 to 9 years
(74 on roll)

Applications are invited for the post of HEADTEACHER at this Group 2 primary school which is in a rural situation close to the charming holiday resort of Ventnor.

Application forms and further details from the County Education Officer, County Hall, Newport, Isle of Wight, PO30 1UD, to whom they should be returned by March 7, 1980.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

MEDWAY DIVISION

Appointment of HEAD TEACHER
DELCE C.P. SCHOOL
(Infant Department)
(Group 5; roll 240

Appointment to take effect from September, 1980, as a result of retirement of the present Head. This is a Social Priority School in the urban area of Chatham.

Application forms and further particulars (s.a.e., please) available from the Divisional Education Officer, Fort Pitt House, New Road, Rochester, to whom they should be returned by March 14, 1980.

GILLINGHAM DIVISION

Appointment of HEAD TEACHER
BROMPTON C.E. INFANT SCHOOL
Group 4

Applications are invited for the appointment of HEAD TEACHER at the above-named school to take up duty September, 1980.

Application forms and further details available on receipt of s.a.e. from Divisional Education Officer, Municipal Buildings, Gillingham, to whom they should be returned by March 14, 1980.

DOVER DIVISION

DEAL PAROCHIAL C.E. PRIMARY SCHOOL
(Group 4; Roll 209)
Appointment of HEAD TEACHER.

Applications are invited from communicant members of the Church of England following the resignation of the present Head Teacher who is taking up another appointment in the division.

Application forms and further details (s.a.e., please) are obtainable from the Divisional Education Officer, Cambridge Terrace, Dover, to whom they should be returned by 7th March 1980.

RINGWOOD C.E. PRIMARY SCHOOL
(Group 3; Roll 144)
Appointment of HEAD TEACHER.

Applications are invited for the post of Head Teacher from 1st September 1980 following the resignation of the present Head Teacher.

Application forms and further details (s.a.e., please) are obtainable from the Divisional Education Officer, Cambridge Terrace, Dover, to whom they should be returned by 7th March 1980.

KIRKLESS
METROPOLITAN COUNCIL

GOLCAR (NEW) COUNTY JUNIOR & INFANT SCHOOL
(Ref. 881)
Brech Avenue, Golcar,
Huddersfield

Applications are invited from suitably experienced TEACHER for the HEADSHIP of this Group 4 new school which will cater for the age range 5 to 11 years. The appointment will date from September 1980 and it is anticipated that the date of opening will be January 1981.

GREGORY STREET INFANT SCHOOL
(Ref. 882).
Gregory Street, Batley,
West Yorkshire.

Applications are invited from suitably experienced TEACHER for the HEADSHIP of this Group 3 school which caters for the age range 5 to 7 years. The appointment will date from September 1980.

Further particulars and application forms for the above two posts (s.a.f.e., please), from the Director of Educational Services (Ref. S.), Oldgate House, 2 Oldgate, Huddersfield HD1 6QW to whom completed forms must be returned within 14 days of this notice in the press.

LINCOLNSHIRE

HEAD TEACHERS required for September:—

1. BOSTON WEST C.P. SCHOOL, Group 4. Roll 228. New school in modern buildings.
2. CARRINGTON C.P. SCHOOL, Group 1. Roll 38. Rural school 8 miles north of Boston.
3. QUADRING COWLEY AND BROWNS VCP SCHOOL, Group 2. Roll 83. Rural school 1½ miles south-east of Donington.
4. SPALDING GOODFELLOWS V.C.P. SCHOOL, Group 2. Roll 99. Small school on southern outskirts of Spalding.

Forms and details from the Divisional Education Officer, County Hall, Boston, Lincs. PE21 6LX (mark on envelope "Application—Teacher") and enclose S.A.E.). Closing date 10 March, 1980.

NORTH YORKSHIRE
COUNTY COUNCIL

Applications are invited from suitably qualified and experienced teachers for the following HEADSHIP appointments:—
BRAWBY COUNTY PRIMARY SCHOOL,
Near Malton (Group 1).
ST MARY'S R. C. (AIDED) PRIMARY SCHOOL,
Malton (Group 2).

Send stamped addressed envelope for form and details to County Education Officer, County Hall, Northallerton, DL7 8AE, to whom completed forms should be returned within fourteen days of this advertisement.

NOTTINGHAMSHIRE
THE GIRLS' HIGH SCHOOL
G.P.D.S.T.
HEAD OF JUNIOR DEPARTMENT
(ages five to 11)

Candidates with good qualifications and experience are invited to apply for this important post for September.

Burnham Scale 4.

Further details available from the School Secretary at 9 Arboretum Street, Nottingham NG1 4JB, on receipt of s.a.e.

OXFORDSHIRE
COUNTY COUNCIL

Applications are invited for the following HEADSHIPS vacant on 1st September, 1980.

BAMPTON C.E. PRIMARY SCHOOL
N.O.R. 160 aged five to 11.
Group 4.

Bampton is a village approximately seven miles from Witney.

MARCHAM C.E. (C) PRIMARY SCHOOL
N.O.R. 132 aged five to 11.
Group 3.

Marcham is a village two miles west of Abingdon which is itself due south of Oxford.

SHELLINGFORD C.E. (A) PRIMARY SCHOOL.
N.O.R. 38 aged five to 11.
Group 1.

Shellingford is a village 15 miles south west of Oxford. Small school house is available.

Further particulars of these posts can be obtained (S.A.E. please) from the Chief Education Officer, Macclesfield House, New Road, Oxford, to whom completed forms should be returned by 7th March, 1980.

SANDWELL
(Metropolitan Borough of)

ABBEY INFANT SCHOOL
Smethwick

Required for September, 1980
HEAD TEACHER
Group 5

Application forms and further details available from and returnable to Director of Education, Education Office, P.O. Box 41, West Bromwich, West Midlands, B70 8RG.

Closing date 11th March 1980.

SOLIHULL
EDUCATION COMMITTEE
ST. PATRICK'S C.E. (AIDED) PRIMARY SCHOOL
(Group 3)
Salter Street, Hockley Heath, Solihull, West Midlands B94 6DE
Required September, 1980:
HEAD TEACHER

Send a stamped addressed envelope to Rev. R. W. Dows, The Vicarage, Vicarage Road, Earlswood, Solihull, West Midlands, B94 6DH, for details and application form. Completed applications should be forwarded to Diocesan Director of Education, Church House, Harborne Park Road, Birmingham B17 0BH. Closing date: 29th February, 1980.

WARWICKSHIRE
Appointment of HEAD

ARDEN HILL FIRST SCHOOL

off South Street, Atherstone, CV9 1DZ.

Applications are invited from suitably qualified and experienced TEACHERS for the post of Head of this Group 4 school (160 on roll) with effect from September 1980.

Application form and further details may be obtained from the County Education Officer, 22 Northgate Street, Warwick CV34 4SR, to whom completed forms should be returned by 7th March 1980.

WEST SUSSEX
WESTERN AREA
EASTERGATE C.E. (CONTROLLED) PRIMARY SCHOOL
Eastergate, Chichester, Sussex
(Group 3)

HEAD TEACHER required September, 1980, for this modern open-plan school with approximately 130 on roll.

Form and details from Area Education Officer, The Tannery, Westgate, Chichester, Sussex, PO19 3HW, on receipt of S.A.E. Closing date two weeks from appearance of advertisement.

WEST SUSSEX
NORTH-EASTERN AREA
CRAWLEY DOWN C. of E. JUNIOR SCHOOL
Crawley Down, Crawley, Sussex.

HEAD TEACHER required September, 1980, for this Group 4 Junior School catering at present for eight to 11 year olds.

Details and form from Education Officer, Goffs Park House, Horsham Road, Crawley, Sussex.

County of Cleveland

PRIMARY SCHOOL

HEAD TEACHER (GROUP 4)

ST. PAUL'S R.C. PRIMARY SCHOOL
Wolviston Mill Lane, Billingham, Cleveland TS22 5LU

Applications are invited from suitably qualified and experienced teachers for the headship of the above school. The school serves a recently developed residential area on the western outskirts of Billingham. In 1981 there could be 135, 4 plus to 11 year old children at the school. Applicants should be practising Roman Catholics. The post will be available from September, 1980 on the retirement of the present Head Teacher.

Financial assistance with household removal expenses is available in approved cases.

Forms of application and further details are obtainable from and returnable to Rev. Father M. Keoghan, Mast., Hdy, Rosary Presbytery, 2 Groamont Drive, Billingham, Cleveland TS23 2EP, not later than 14th. March, 1980.

HEADSHIP
Wellsmead County Middle School—Group 5

The Headship of this purpose built Middle School designed for 320 pupils aged from 8 to 12 years will be available from September 1980. The school is situated in the established town of Bletchley, which forms part of the new city of Milton Keynes. Previous applications will automatically be reconsidered.

Subject to the County Council's regulations generous removal expenses and board and lodging allowances are payable.

Application form and further details obtainable from the Divisional Education Office, Wolverton House, Stratford Road, Wolverton Mill, Milton Keynes MK12 5NY, on receipt of a stamped addressed foolscap envelope.

MK
MILTON KEYNES DIVISION
BUCKINGHAMSHIRE COUNTY COUNCIL

Headship

Applications are invited from experienced and suitably qualified primary teachers fo the headship of the following school

BRADLEY CE (CONTROLLED) PRIMARY SCHOOL,
Near Ashbourne
Group 1
Estimated maximum NOR 1979/80—3
Closing date: 7 March 1980

Application forms and particulars fo above post (s.a.e. foolscap please) the Director of Education, County Offi Matlock.

DERBYSHIRE
County Council

HERTFORDSHIRE
St. Catherine of Siena RC JMI School,
Horse

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executive caree

The career path ahead of you as an Executive Officer is clearly [illegible]. Prospects can lead by well-defined stages to the highest levels in the management structure of the Civil Service. And promotion can come quickly, especially for the high-calibre men and women we need now for future management roles in every field of government interest.

You will be encouraged to gain wide-ranging experience which could include management of a clerical team, running or participating in project work, assisting a senior administrator or dealing with the public, commerce or industry.

Starting salary between £3980 (at 18) and £5030 (at 26 and over) rising to £4980 and £5830 respectively after 3 years. Promotion could take you into the £6730—£8030 range after 4 years, and on to posts up to £12500 pa. (Inner London salaries quoted.) Salaries under review. Most vacancies are in and around London.

Qualifications: You must be under 45 on 31 December 1980 and have at least 5 GCE passes or acceptable grades (including English Language, and 2 at 'A' level obtained at one sitting) or an equivalent qualification. Selection by interview subject to passing a set of tests lasting half a day.

[illegible] opportunities exist for re-instatement of ex-Executive Officers who should write [illegible] mond at the address below.

[illegible] information about Executive Officer posts write to Civil Service Commission, [illegible] singstoke, Hants. RG21 1JB. Please quote ref: E/638/80/T16.

In today's Civil Serv

London Borough of Sutton

Deputy Headteacher

Group 5

St Cecilia's RC Primary School
London Road, North Cheam

Applications are invited from practising Roman Catholics for the post of deputy headteacher of this aided status school to commence duties on 1 September, 1980. Approx. 290 children aged 5-10 on roll. Further particulars and application form from Director of Education, The Grove, Carshalton, Surrey SM5 3AL (SAE please). Closing date 13 March 1980.

WEST GLAMORGAN
County Council

Applications are invited from suitably qualified teachers for the following posts in the Authority's service to commence in September, 1980.

Cadle Infants, Middle Road, Fforestfach, Swansea
(Mixed) (144 on roll) (Age range 3 to 7 years)
A DEPUTY HEADTEACHER is required for this Group 4 School. (Post Ref. GP22/1.5.80.TES.)

Llanforlais Primary, Llanforlais, Gower, Swansea
(Mixed) (115 on roll) (Age range 3 to 11 years)
A DEPUTY HEADTEACHER is required for this Group 3 School. (Post Ref. GP4/2.5.80.TES.)

Pontarddulais Primary, James Street, Pontarddulais
(Mixed) (393 on roll) (Age range 3 to 11 years)
A DEPUTY HEADTEACHER is required for this Group 6 School. (Post Ref. GP24/3.5.80.TES.)

Application forms and further particulars of specific posts are available from the District Education Officer, Gorseinon District Education Office, The Institute, 42 Lime Street, Gorseinon, Swansea.

Please send a stamped addressed foolscap envelope and quote the appropriate post reference number(s).

The closing date for the receipt of completed application forms is Thursday, 6th March, 1980.

John Beale,
Director of Education.

The Borough is within easy access of Central London and bordered by Epping Forest.

For April 1980

Handsworth Primary School
Handsworth Avenue, London, E.4

Deputy Head Teacher:

Group 4 School

Salary from £5,094 to £6,633, plus Outer London Allowance of £408.

Current roll: 237.

An aptitude for and interest in the organisation of Science and Games would be an advantage.

For September 1980

Woodside Junior School
Wood Street, London, E.17

Deputy Head Teacher:

Group 6 School

Salary from £6,486 to £7,284, plus Outer London Allowance of £408, and Social Priority Allowance.

Current roll: 375.

Application forms and further details (please enclose s.a.e.) obtainable from and returnable to the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 5QJ.

Closing date: 28th February, 1980.

London Borough of
Waltham Forest

PRIMARY
continued

Deputy Headships Senior Masters/Mistresses

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
ELLAND C.E. (AIDED) JUNIOR AND INFANT SCHOOL
(172 on roll)
Westgate, Elland HX5 0HB,
West Yorkshire

Required from August, 1980, a DEPUTY HEAD TEACHER. Applications are invited from experienced teachers for the Deputy Headship of this Group 6 school. A communicant member of the Church of England is preferred.

Application forms and further details obtainable (on receipt of foolscap S.A.E.) from the Head Teacher, to whom completed forms should be returned by 10 March, 1980.

CAMBRIDGESHIRE
CAMBRIDGE AREA
[illegible] C.E. (C) PRIMARY SCHOOL

Applications are invited for the DEPUTY HEADSHIP of this school, Group 5, to commence in September.

Application forms and details from South Area Education Officer, Shire Hall, Cambridge, CB3 0AP (S.A.E. foolscap) returnable by 7th March.

CROYDON
(London Borough of)
CHRIST CHURCH (C. of E.)
Montpelier Road, Purley.
CR8 2QE
Telephone: 01-660 7500
Tenable: 1st September, 1980

Enthusiastic TEACHER with infant experience required for the post of DEPUTY HEAD of this one-form entry school (Roll 230). Applicants must be practising communicant members of the Church of England. The successful candidate will have special responsibility for the infant classes but must be interested in all aspects of Primary Education and willing to become fully involved in the life of the school.

Salary, Burnham Scale Deputy Head Group 5.

With London Area Allowance.

Reasonable removal expenses will be reimbursed (details on request). Please send S.A.E. for application form (or S.T.A.P.) from and returnable to the Head Teacher at the above address as soon as possible.

DORSET
ST. NICHOLAS C.E. (AIDED) PRIMARY SCHOOL
Broadwey, Weymouth
(Roll 160)

DEPUTY HEAD (Group 4) required from September, 1980.

Assistance with removal and legal expenses.

Application form, returnable to the Headmaster by March 12, and further details from the Education Staffing Officer, County Hall, Dorchester, Dorset DT1 1XJ (foolscap s.a.e.).

DUDLEY
METROPOLITAN BOROUGH
STRAITS FIRST SCHOOL
(Group 4)
Longfellow Road, Lower Gornal
(5 to 8; 220 on roll)

Required for September, 1980, suitably experienced TEACHER to be DEPUTY HEAD TEACHER. Special interest in Music/Science/Mathematics an advantage.

Further particulars and application forms (S.A.E.), from J. Buck, Director of Education, 2 St. James's Road, Dudley, West Midlands, DY1 1JQ, to whom completed forms should be returned by 7th March, 1980.

ESSEX
ABBOTSWELD COUNTY JUNIOR SCHOOL
(Roll 312)
Abbotsweld, Harlow CM18 6TE
Telephone Harlow 21631
DEPUTY HEAD TEACHER

Autumn, 1980. Ambitious, successful Teacher with good understanding and practice of modern primary school work. Potential head teachers welcomed.

Applications to Area Education Office, St John's Road, Epping. Telephone, Epping 76441, ext. 55.

Closing date: March 5th, 1980.

GLOUCESTERSHIRE
CALTON COUNTY JUNIOR SCHOOL
Calton Road, Gloucester
([illegible] on roll, Group 7)

DEPUTY HEAD TEACHER required from 22nd April or 1st September, 1980.

Forms from and returnable to the Head. Enclose self-addressed envelope.

HERTFORDSHIRE
COUNTY COUNCIL
DACORUM DIVISION
GREENWAY FIRST SCHOOL
Greenways, Berkhamsted

DEPUTY HEAD (Group 4) required for September 1980 at this First School.

Enthusiastic and adaptable applicants are sought to work with children aged 7-9.

London Fringe Allowance payable.

Application forms and further details from the Headmaster (S.A.E.), [illegible] to be returned by March [illegible]

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
HEDON INMANS COUNTY PRIMARY SCHOOL
Inmans Road, Hedon, Hull, North Humberside

Required for September, 1980, an enthusiastic and experienced TEACHER to become involved with the management and development of a new progressive primary school.

Candidates will be expected to make a responsible contribution to a major area of the curriculum.

Application forms and further details are available from the Headmaster at the school to whom completed forms should be returned by 3rd March, 1980.

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
LECONFIELD COUNTY PRIMARY SCHOOL
Leconfield, Beverley, North Humberside

Required for September, 1980, an experienced TEACHER as DEPUTY HEAD.

The person appointed will be responsible particularly for the Infant children.

Application forms and further details are available from the Headmaster at the school, to whom completed forms should be returned by 3rd March, 1980.

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
[illegible] COUNTY [illegible]
[illegible] North [illegible]

Required for September, 1980, an [illegible] TEACHER as DEPUTY HEAD in this new five to 11 primary school with growing numbers expected to reach 200 in five years.

Applicants should state curriculum interests, strengths and teaching experience.

Application forms and further details are available from the Headmaster at the school to whom completed forms should be returned by 3rd March, 1980.

REDBRIDGE
(London Borough of)
DEPUTY HEADSHIP
CHRISTCHURCH JUNIOR SCHOOL
Wellesley Road, Ilford IG1 4LQ
Telephone: 01-478 2696
Head, Mr. S. Chaplin

Required from September, 1980, suitably qualified and experienced TEACHER to be DEPUTY HEAD of this Group 6 Junior (7 to 11) school. The post has become vacant through promotion to a Headship. Outer London allowance payable.

Further details and application form available from J. E. Fordham, Chief Education Officer, Education Department, Lynton House, 255-259 High Road, Ilford, IG1 1NN, to whom completed forms should be returned by 17th March, 1980.

CITY OF SALFORD
EDUCATION DEPARTMENT
MARLBOROUGH ROAD INFANT SCHOOL
Marlborough Road, Salford M7 0XW
(Community Wing proposed)
DEPUTY HEAD TEACHER—Group 4 plus S.P.A.
Re-advertisement

Required from Easter, 1980, or as soon as possible.

Please send S.A.E. for application form and further particulars to the Chief Education Officer, Chapel Street, Salford M3 5LT, to whom completed application forms should be returned within 14 days of the appearance of this advertisement.

Previous applicants who wish to be reconsidered please inform the Chief Education Officer in writing.

SHROPSHIRE
EDUCATION COMMITTEE
HARLESCOTT COUNTY JUNIOR SCHOOL.
Featherbed Lane, Shrewsbury SY1 4QN.
DEPUTY HEADSHIP
Group 6.

Ambitious teacher required September 1980. Keen interest in language work essential. Direct experience approach.

Applications and further particulars from the Headmaster (S.A.E.).

Closing date 14th April, 1980.

WEST SUSSEX
WESTERN AREA
PARKLANDS COUNTY PRIMARY SCHOOL
Durnford Close, Parklands,
Chichester, Sussex.
(Group 4)

DEPUTY HEAD TEACHER required September, 1980, for modern semi open plan school.

Apply to Headmistress at school giving details of experience and qualifications and special interests.

WILTSHIRE
DEPUTY HEADSHIPS
WOOTTON BASSETT NONEMARSH JUNIOR SCHOOL
Clarendon Drive, Wootton Bassett, Swindon, Wiltshire SN4 8DT.
Group 6. N.O.R. 254

DEPUTY HEAD required from 1st September, 1980. Applications are invited for this post from suitably qualified candidates having good primary experience. The school is 12 years old and situated in pleasant surroundings.

Further details and application form (S.A.E. please) from and returnable to Headteacher by 29th February, 1980.

WILTSHIRE
PINEHURST JUNIOR SCHOOL
Beech Avenue, Swindon, Wilts
Headmaster, J. D. Thomas

Required from September, 1980, DEPUTY HEAD TEACHER (Group 6). Vacancy due to promotion.

Suitable applicants should be widely experienced and should state areas of particular curriculum interest.

Application forms and further details obtainable from, and returnable to, the Head Teacher at the above address. S.A.E., please.

Closing date: March 14.

WILTSHIRE
DILTON MARSH C.E. JUNIOR SCHOOL
High Street, Dilton Marsh
Westbury, Wilts, BA13 4DY
(Group 3; Roll 104)
DEPUTY HEAD required 1st September 1980.

Further details and application form (s.a.e., please) from (and returnable to) the Head Teacher by 29th February 1980.

Other Posts on Scale 2 and above

BARKING AND DAGENHAM
(London Borough of)
MARKS GATE INFANTS' SCHOOL
(Roll 191)
Lawn Farm Grove, Chadwell Heath, Romford, Essex.

Required as soon as possible:
An experienced TEACHER to develop the LANGUAGE POLICY of the School. An interest in the Nursery Age Group would be advantageous. Scale 2.

London Addition £609 p.a. Reimbursement of removal expenses in approved cases.

Application forms available (s.a.e.) from the Chief Education Officer, Town Hall, Barking, Essex, returnable by 6th March, 1980.

BRENT
(London Borough of)
KEBLE MEMORIAL C. OF E. JUNIOR MIXED SCHOOL
Crownhill Road, NW10 4DR
(Roll 196 Social Priority School)
Headmaster: Mr. R. T. Stevens
Required from Summer Term.—

TEACHER for First Year class. Scale 2 available for applicant able to offer assistance with audio visual aids and Music throughout the school.

Communicant members of the Church of England preferred.

Application forms (s.a.e.) obtainable from Director of Education, P.O. Box 1, Chesterfield House, 9 Park Lane, Wembley HA9 7RW, returnable to the Head of the School by 3rd March.

London Allowance of £609 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances.

HERTFORDSHIRE
LITTLE REDDINGS JM SCHOOL
Reddings Avenue, Bushey

Required April, experienced TEACHER for first year class in first instance. Scale 2 post available for applicant able to offer MUSIC.

Application form from Divisional Education Officer, Little Cassiobury, 31 Hempstead Road, Watford WD1 3EY, to be returned to Headmaster.

NEWHAM
(London Borough of)
CURWEN INFANT SCHOOL
Stock Street, London E13 0BX
Head Teacher: Miss E. M. Mackie
Roll: [illegible] plus 60 place Nursery Unit.

Required for September, 1980,
Qualified NURSERY TEACHER. Scale 2.

Application forms may be obtained from the undersigned to whom they should be returned by 29th February 1980.

London Weighting £609.

Director of Education, Education Offices, Broadway, Stratford, London. E15 4BH.

NEWHAM
(London Borough of)
ST. EDWARD'S R.C. PRIMARY SCHOOL
Castle Street, East Ham, E6 1PP
Head Teacher: Sister K. T. Stanton
Number on roll: 290
INFANT/JUNIOR TEACHER
Scale 2 available

Required for April, 1980:
TEACHER for General Teaching duties with special responsibility for Music in the Infant Department.

Applicants must be practising Catholics.

London Allowance £609.

Application forms available from the undersigned to whom completed forms should be returned by 14th March, 1980.

Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

NEWHAM
(London Borough of)

ROMAN ROAD J.M.I.
Roman Road, East Ham, London, E6 3SQ.
Head Teacher: Mr. John Goodey B.Ed.
Number on roll: Infants: 64. Nursery: 40.
Teacher in charge of Infants and Nursery. Scale 2.

Required April 1980: TEACHER to be in charge of Infant Department (including Nursery Class). Must be interested in co-operative teaching.

London Allowance: £609 plus Social Priority Allowance £201-£276.

Application forms/further particulars available from the undersigned to whom completed forms should be returned by 7th March 1980.

Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

NEWHAM
(London Borough of)
CURWEN INFANT SCHOOL
Stock Street, London E13 0BX
Telephone Number 552 4947
Head Teacher: Miss E. M. Mackie
Roll: 102
Required for Easter 1980
INFANT TEACHER required for the post of Language Development, Scale 2.

Application forms may be obtained from the undersigned to whom they should be returned by 7th March 1980.

London Weighting £609.

Previous applicants need not re-apply.

Director of Education, Education Offices, Broadway, Stratford, London, E15 4BH.

REDBRIDGE
(London Borough of)
CHRISTCHURCH JUNIOR SCHOOL
Wellesley Road, Ilford, IG1 4LQ
Tel.: 01-478 2696
Head Teacher: Mr. S. Chaplain

Required from Autumn Term, 1980, a suitably qualified and experienced TEACHER to take the Scale 3 post which has the responsibility for LANGUAGE DEVELOPMENT in this Group 6 (7-11) Junior school. Outer London Allowance payable.

Application form and further details available from J. E. Fordham, B.A., Chief Education Officer, Education Office, 255-259 High Road, Ilford, Essex IG1 1NN, to whom completed forms should be returned by 10th March, 1980.

REDBRIDGE
(London Borough of)
GOODMAYES PRIMARY SCHOOL
Airthrie Road, Goodmayes,
Ilford, IG3 9RW
Telephone: 01-590 5810
Head: M. E. Wollacott

Required for September, 1980, a suitably qualified and experienced TEACHER for the Scale 3 post which has responsibility for the development of MATHEMATICS in this Group 7 Primary (5-11) school. Outer London Allowance payable.

Further details, and application form available from J. E. Fordham, Chief Education Officer, Education Office, 255-259 High Road, Ilford, Essex IG1 1NN, to whom completed forms should be returned by March 17th, 1980.

SUFFOLK
COUNTY COUNCIL
THURSTON C.E. CONTROLLED PRIMARY SCHOOL
(5 to 9 years); 120 on roll

Experienced INFANT TEACHER required for a Scale 2 post.

Further details and forms of application obtainable from the Headmistress (S.A.E., please).

WALTHAM FOREST
(London Borough of)
The Borough is within easy access of Central London and bordered by Epping Forest.
For April, 1980:
HENRY MAYNARD INFANTS SCHOOL
Maynard Road, London, E.17.
Head Teacher, Mrs J. B. Walker, B.A.

Assistant TEACHER to take responsibility for Nursery Unit (places: equivalent to 40 full-time).

Nursery training and experience essential.

Burnham Scale 2 plus social priority allowance and Outer London Allowance.

This is a re-advertisement for the post, and previous applicants will be automatically reconsidered.

Application forms (please enclose S.A.E.) obtainable from and returnable to the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E.10 5QJ.

Closing date 6th March, 1980.

Remedial Posts

AVON COUNTY
DONCASTER ROAD J.M. SCHOOL
Southmead, Bristol, BS10 5PU

Required as soon as possible, well qualified, dedicated and experienced TEACHER to take Special Class. Scale 1 post.

Application by letter to the Head immediately with full details of qualifications, experience and names of two referees.

Quote 61BA—8.2.80.

AVON COUNTY
DONCASTER ROAD J.M. SCHOOL
Southmead, Bristol, BS10 5PU

Required as soon as possible, well qualified, dedicated and experienced TEACHER to take Special Class. Scale 2 post available for suitable applicant.

Application by letter to the Head immediately with full details of qualifications, experience and names of two referees.

Quote 61BB—8.2.80.

BRENT
(London Borough of)
EDUCATION COMMITTEE

Required from April for one term in the first instance: TEACHERS (Scale 1) at a number of Primary and Secondary Schools to cater for the needs of disruptive pupils.

For further information see under "Secondary Appointments, Remedial, Scale 1" posts.

Scale 1 Posts

BARKING & DAGENHAM
(London Borough of)

ASSISTANT TEACHERS—A very limited number of vacancies exist for Scale 1 Teachers in Infant and Junior Schools, to commence Easter 1980. Suitable for first appointments. Previous applicants need not re-apply.

London Addition £609 p.a. Reimbursement of removal expenses in approved cases.

Application forms available (S.A.E.) from the Chief Education Officer, Town Hall, Barking, Essex.

BRENT
(London Borough of)
KEBLE MEMORIAL C. OF E. JUNIOR MIXED SCHOOL
Crownhill Road NW10 4DR
(Roll 196 Social Priority School)
Headmaster: Mr R. T. Stevens
Required from Summer Term.

Temporary TEACHER (Scale 1) for first year class for one term only in the first instance.

Communicant members of the Church of England preferred.

Application forms (S.A.E.) obtainable from Director of Education, P.O. Box 1, Chesterfield House, 9 Park Lane, Wembley HA9 7RW, returnable to the Head of the school by 3 March.

ST. ANDREW'S C. OF E. JUNIOR MIXED SCHOOL
Belton Road NW2 5PE
(Roll 161 Social Priority School)
Required for Summer Term only in the first instance.

Temporary TEACHER (Scale 1) for first year Junior class. A willingness to help with games would be an advantage. The school has very close links with the parish, and therefore the Managers are seeking a person who is sympathetic to the aims of a Church School.

Application forms (S.A.E.) obtainable from Director of Education, P.O. Box 1, Chesterfield House, 9 Park Lane, Wembley HA9 7RW, returnable to the Chairman of Managers, Reverend D. J. Irwin, c/o the school as soon as possible.

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION

(a) WELLSMEAD COUNTY MIDDLE SCHOOL
Bletchley
Required for the summer term only, an experienced TEACHER for a class of third year pupils. Scale 1 post.

Application forms obtainable from the Headmaster, Wellsmead County Middle School, Forfar Drive, Bletchley, Milton Keynes MK3 on receipt of a stamped addressed foolscap envelope.

(b) WATLING WAY COUNTY FIRST SCHOOL
Stony Stratford
Required for summer term only, an experienced TEACHER to join a team of teachers working with six-year-olds in an open plan area. Scale 1 post.

Application forms obtainable from the Headmistress, Watling Way County First School, Galley Hill, Stony Stratford, Milton Keynes MK11 1PA, on receipt of stamped addressed foolscap envelope.

(c) GREAT LINFORD COUNTY COMBINED SCHOOL
Required from June, 1980, an experienced TEACHER (M/F) with an interest in HOME ECONOMICS, Swimming and Games to join a team of four teachers working with 10 to 12-year-old pupils. This is a temporary post to cover maternity leave.

Application forms obtainable from the Headmistress, Great Linford County Combined School, St Leger Drive, Great Linford, Milton Keynes MK14, on receipt of a stamped addressed foolscap envelope.

(d) LAKES COUNTY MIDDLE SCHOOL
Bletchley
Required from 17 March, 1980, an experienced TEACHER for a class of third year pupils. Scale 1 post. This is a temporary post to cover maternity leave.

Application forms obtainable from the Headmaster, Lakes County Middle School, Bala Way, Off Drayton Road, Bletchley, Milton Keynes MK2 3[illegible], on receipt of a stamped addressed foolscap envelope.

The Milton Keynes Development Corporation is making houses for rent available to teachers.

CAMBRIDGESHIRE
(PETERBOROUGH AREA)
THORPE COUNTY JUNIOR SCHOOL
Atherstone Avenue, Peterborough PE3 6UD
Tel.: Peterborough 264102
Group 3; Roll 290
Required for Easter, 1980:
Enthusiastic CLASS TEACHER (Scale 1)

A person able to take BOYS GAMES and SWIMMING is sought.

There is a possibility of assistance being given with housing in appropriate cases.

Please apply by letter enclosing curriculum vitae and the names and addresses of two referees direct to the Headmaster, Mr. H. W. Godfrey, at the above address by 6th March, 1980.

EALING
(London Borough of)
EDUCATION SERVICE

Required immediately, experienced TEACHERS able to undertake Supply work in First, Middle, High or Special Schools.

For further information see under Secondary Education, 'Other Than By Subjects, Scale 1 posts'.

HERTFORDSHIRE
ST. CHRISTOPHER SCHOOL
Letchworth, SG6 3JZ
(A boarding and day school situated in pleasant surroundings: 400 boys and girls aged three to 18)

Required in September: Junior School CLASS TEACHER for the 8 to 9 year olds. A satisfying post for a man or woman with ideas, resourcefulness and enthusiasm, enjoying teaching interesting children in a modern building with good facilities.

The Junior School is one department in a larger school community of children and adults, with a wide range of interests and companionship.

Resident or non-resident: Burnham Scale; D.E.S. superannuation.

Applications to the Headmaster.

IPSWICH IP4 2UH
IPSWICH HIGH SCHOOL
G.P.D.S.T.

Required for September 1980, for a year in the first instance because of maternity leave, but with the probability of permanency, an experienced TEACHER either for a Reception Class or for a class of six-year-old boys and girls.

Please apply in writing (no forms) with stamped addressed envelope, giving full details of qualifications and experience and names of at least two referees to the Headmistress, Ipswich High School, Girls' Public Day School Trust, Westerfield Road, Ipswich IP4 2UH.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TONBRIDGE AND MALLING DIVISION
BURNHAM COUNTY INFANTS' SCHOOL
Burnham, Rochester ME1 3SF

Required for Summer Term, 1980, temporary assistant TEACHER for small rural infants' school. P.E. and/or music an advantage.

Must have the ability and willingness to assist with all aspects of work in a small school.

Application forms obtainable from and returnable to the Headmistress.

NEWHAM
(London Borough of)
HOSPITAL-HOME TEACHING SERVICE
Required as soon as possible

A part-time (Scale 1) TEACHER is required to undertake home tuition every morning. The duties may also include some work on the Children's Ward of East Ham Memorial Hospital.

Experience of teaching children of both Primary and Secondary age ranges an advantage.

London Weighting £[illegible].

Application forms may be obtained from the undersigned to whom they should be returned by 7th March, 1980.

Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

RICHMOND UPON THAMES
(London Borough of)
HAMPTON INFANTS' SCHOOL
Ripley Road, Hampton
Middlesex, TW12 2JH

Required for the Summer term only: an experienced TEACHER for top-year infants. Ability to play the piano an advantage.

Forms (s.a.f.e.) from Director of Education, Education Department, Regal House, London Road, Twickenham, TW1 3QB; returnable to the Headmistress at the school by 5th March 1980.

County of Cleveland

PRIMARY SCHOOL

SECOND MASTER/MISTRESS (GROUP 8)
(Re-advertisement)

SUNNYSIDE PRIMARY SCHOOL
Manor Farm Way, Coulby Newham, Middlesbrough, Cleveland TS8 0NR

Applications are invited from suitably qualified and experienced teachers for this post in a school serving a new housing area. Sunnyside is a 560 place primary school, opened in 1976, with Nursery Unit, 70 place Special Education Element, and Community Facilities included in an integral design.

The Second Master/Mistress will be responsible for developing the Special Education Element within a policy of full school integration. A significant contribution to the management and curriculum of the entire school will also be expected.

It is hoped to fill the post for the beginning of the Summer Term, 1980.

Previous applicants will be re-considered.

Financial assistance with household removal expenses is available in approved cases.

Application may be made by letter or on application forms obtainable from the Head Teacher at the address shown above. Applications by letter should include detailed information regarding education, training, qualifications and experience, together with the names and addresses of two referees.

Letters of application and completed application forms should be submitted direct to the Head Teacher not later than 7th March, 1980.

NORFOLK
COUNTY COUNCIL
Education Department

HEADS

required for
KINSALE MIDDLE SCHOOL, HELLESDON, NORWICH
(Group 6; 8-12 age range)
AYLSHAM MIDDLE SCHOOL
(Group 5; 8-12 age range)
SNETTISHAM COUNTY FIRST SCHOOL, Nr. HUNSTANTON
(Group 3; 5-8 age range)
CARLETON RODE V. A. PRIMARY SCHOOL, Nr. ATTLEBOROUGH
(Group 2; 5-11 age range)
(as this is a Voluntary Aided School candidates should be practising communicant members of the Church of England)
ST. MICHAEL'S V.C. INFANT SCHOOL, KING'S LYNN
(Group 1; 5-7 age range)

Application forms and further details from the COUNTY EDUCATION OFFICER, COUNTY HALL, NORWICH, NR1 2DL. Stamped, addressed foolscap envelope required.
Closing date for applications—March 11.
Removal expenses payable in accordance with the Authority's scheme.

FIRST TEACHING APPOINTMENTS

PRIMARY SCHOOLS

The Authority expects to be able to offer a limited number of teaching posts to students seeking their first appointment in September 1980.

Applications are now invited by letter (no application forms) from those wishing to be considered for appointment.

The letter should give full particulars of education, qualifications and interests. A stamped addressed envelope must be included.

Letters of application to the Director of Education, Civic Centre, High Street, Uxbridge UB8 1UW.
London Allowance payable.

LONDON BOROUGH OF
HILLINGDON

PRIMARY
Scale 1 Posts
continued

PRIMARY SCHOOL CHILDREN IN AMERICA

Numerous vacancies in American summer camps for people with skills in working with younger children (men especially needed). Mid-June to late August, 1980. Round-trip flight, board and lodging and minimum $1?5 salary. See Bunacamp advertisement in Holiday section.

SUFFOLK
IPSWICH HIGH SCHOOL (G.P.D.S.T.)

Required for September 1980, for a year in the first instance because of maternity leave, but with the probability of permanency: an experienced teacher either for a RECEPTION CLASS or for a class of six-year-old Boys and Girls.

Please apply in writing (no forms) with stamped addressed envelope and giving full details of qualifications and experience and names of at least two referees to: The Headmistress, Ipswich High School, (Girls' Public Day School Trust), Westerfield Road, Ipswich, IP4 2UH.

TRAFFORD
(Metropolitan Borough of)
EDUCATION DEPARTMENT
ST. ANNE'S C. of E. PRIMARY SCHOOL
Trinity Road, Sale M33 3ED
Tel.: 061-973 9060
198 (mixed)

ASSISTANT TEACHER (Scale 1) ANGLICAN TEACHER required for 2nd year Junior Class willing to work in new open plan building.

Application forms available from the Head of the school, should be returned as soon as possible.

WALTHAM FOREST
(London Borough of)

The Borough is within easy access of Central London and bordered by Epping Forest.

For April, 1980:
ROGER ASCHAM INFANTS' SCHOOL
Wigton Road, London E.17
Head Teacher Mrs. N. Pyle.

Temporary TEACHER for one term only, for classes of rising fives (due to temporary increase in roll). Experience with this age-group is desirable.

Burnham Scale 1 plus Outer London Allowance.

Application forms (please enclose S.A.E.) from and returnable to the Chief Education Officer, Municipal Offices, High Road, Leyton, London E10 5QJ.

Closing date 29th February 1980.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE

The Borough is within easy access of Central London and bordered by Epping Forest.

DAWLISH PRIMARY SCHOOL
Jesse Road, London, E.10
Head Teacher: Mrs. M. D. Cox

For April 1980, or as soon as possible: Temporary NURSERY TEACHER. Infant/Nursery training and/or experience essential.

Burnham Scale 1 plus Outer London allowance.

This is a re-advertisement for the post, and previous applicants will be automatically reconsidered.

Application forms (please enclose s.a.e.) from, and returnable to, Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London, E10 5QJ.

Closing date: 7th March 1980.

WEST SUSSEX
NORTH EASTERN AREA
ST. MARGARET'S C.E. SCHOOL
The Wardens, Ifield, Crawley, Sussex.

Scale 1 INFANT/JUNIOR TEACHER required from September, 1980. General subjects. Music an advantage.

Applications from Education Office, Goffs Park House, Horsham Road, Crawley, Sussex.

Housing in approved cases plus London Fringe Area Allowance.

Middle School Education

Headships

HAMPSHIRE
SOUTH EAST HANTS AREA
HAVANT, BOSMERE MIDDLE SCHOOL
South Street, Havant, Hants, PO9 1DA

Applications are invited for the HEADSHIP of this Group 5 Middle (8-12) school.

Application form and further details from the Area Education Officer, [illegible] East Street, Havant, PO9 1[illegible] (s.a.e., please).

Closing date: 10th March, 1980.

HAMPSHIRE
ST. SWITHUN'S R.C. MIDDLE SCHOOL
Portsmouth
Voluntary Aided 8-12 years 280 on roll
Required from September:
HEAD TEACHER—Group 5
(Re-advertisement)

Applications are invited from suitably qualified and experienced practising Catholics. Previous applicants need not re-apply.

Application forms and further details from Father J. Keenan, St. Swithun's Presbytery, 106 Waverley Road, Southsea, Portsmouth, Hants. Closing date: 21st March, 1980.

WARWICKSHIRE
KNIGHTON C.E. (AIDED) MIDDLE SCHOOL
Hill Crescent,
Stretton-on-Dunsmore,
Rugby, CV23 9ND

APPOINTMENT OF HEAD

Applications are invited from suitably qualified and experienced TEACHERS for the post of HEAD of this Group 4 school (204 on roll) with effect from September, 1980.

Application form and further details may be obtained from Rev. G. W. Brough, The Vicarage, Frankton, Rugby, CV23 9PB, to whom completed forms should be returned by 10th March, 1980.

By Subject Classification

Art and Design

Other Posts on Scale 2 and above

BEDFORDSHIRE
EDUCATION SERVICE
ROBERT BRUCE MIDDLE SCHOOL
(Adjustment Unit)
Hillgrounds, Kempston, Bedford.

Required for Easter 1980, a teacher for this purpose-built Adjustment Unit. An ART/CRAFT SPECIALIST with an interest in developing creative activities would be preferred. Applicants should be sympathetic to the needs of children with social and educational problems and be able to give remedial help in basic subjects. An interest in and ability to teach Music would be an added advantage. Scale 2(S) post is available for a suitably qualified and experienced candidate.

Application form and further details obtainable from the Headmaster at the school.

Scale 1 Posts

BEDFORDSHIRE
SOUTHERN AREA
MILL VALE MIDDLE SCHOOL
Wilbury Drive, Dunstable
Beds.

Headmaster: Mr T. Lennon, B.A.

Required for the Summer Term only TEACHER of ART/CRAFT. Small amount of assistance with Science would be helpful.

Further details and application forms obtainable from and returnable to the Headmaster (S.A.E., please).

English

HEREFORD AND WORCESTER
COUNTY COUNCIL
REDDITCH, ST STEPHEN'S MIDDLE SCHOOL
Mabey Avenue
Redditch B98 8HW

Temporary TEACHER, Scale 1, required for Summer Term, 1980. Third year class teacher must be an English specialist.

Application forms and further details can be obtained from the Head on receipt of a foolscap S.A.E.

CAMBRIDGESHIRE
Cambridge Area
Re-Advertisement
Applications are invited for the
Headship
of the
Netherhall School, Cambridge

which will become vacant on 1st September, 1980, on the retirement of Mr. E. D. Scarisbrick. The School is an 11-18 Mixed Comprehensive (Roll 1,444) including 166 in the Sixth Form and is in Group 12.

For details and application form please send stamped addressed envelope (10in. x 7in./25cm. x 18cm.) to Senior Area Education Officer, Shire Hall, Castle Hill, Cambridge CB3 0AP. Closing date 3rd MARCH, 1980. Previous applicants are invited to notify the Senior Area Education Officer if they are still available for re-consideration.

Modern Languages

BEDFORDSHIRE
SOUTHERN AREA
FIVE OAKS MIDDLE SCHOOL
Caddington, Luton, Beds.

Headmaster: Mr M. Mansfield

FRENCH

Required for September, 1980, FRENCH SPECIALIST. Scale 1, to teach the subject throughout the school with some General subjects teaching.

Some assistance with accommodation may be possible.

Further details and application forms obtainable from and returnable to the Headmaster (S.A.E., please).

HARROW
EDUCATION COMMITTEE
CANNON LANE MIDDLE SCHOOL
Cannonbury Avenue, Pinner
Middx. HA5 1TS
01-868 7809

Required from 15th April, a full-time TEACHER. The person appointed will be essentially a class teacher. Ability to take French throughout the school will be a distinct advantage.

Application forms from and to be returned to the Head Teacher by 5th March.

Please enclose stamped addressed envelope.

Music

Other Posts on Scale 2 and above

HARROW
EDUCATION COMMITTEE
ST. JOSEPH'S R.C. FIRST AND MIDDLE SCHOOL
Dobbin Close, Belmont, Harrow
HA3 7LP
01-863 8331

TEACHER for Middle School, practising Roman Catholic required for Summer term if possible, to specialise in music. Some class teaching. Scale 2 post available for suitable candidate.

Application forms from and to be returned to the Head Teacher by 4th March.

Please enclose stamped addressed envelope.

OXFORDSHIRE
COUNTY COUNCIL
IVANHOE MIDDLE SCHOOL
Knights Road, Blackbird Leys
Oxford
(Group 6)
No. on Roll 316

Wanted for Summer Term or as soon as possible: HEAD OF MUSIC Scale 2 plus E.P.A. allowance. Flourishing, well equipped Music Department, Steel Band a special feature.

Please Phone Oxford 771705 giving names and addresses of two referees.

Scale 1 Posts

DORSET
ST OSMUND'S CE (AIDED) MIDDLE SCHOOL.
Barnes Way, Dorchester.
(Roll 360).

TEACHER (Scale 1) of MUSIC required from September 1980.

Assistance with removal and legal expenses.

Application forms, returnable by 7th March, and further details from the Headmaster (foolscap S.A.E.).

HEREFORD AND WORCESTER
COUNTY COUNCIL
ALVECHURCH C.E. MIDDLE SCHOOL
Tanyard Lane, Alvechurch
Birmingham B48 7LN

Assistant TEACHER required for Easter for this 9-13 Middle School, to be responsible for MUSIC throughout the school and some General Teaching in the Third Year.

Application forms and further details can be obtained from the Head on receipt of a foolscap S.A.E.

Pastoral

Heads of Department

DORSET
WAREHAM MIDDLE SCHOOL
Wareham
(nine to 13: roll 448: Group 6)

HEAD of YEAR, Scale 3, to lead a team of five teachers and to be a subject adviser to the whole school in one major area of the curriculum.

Details and application form (s.a.e.) from Headmaster.

Religious Education

STAFFORDSHIRE
EDUCATION COMMITTEE
CODSALL MIDDLE SCHOOL
Wolverhampton Road, Codsall, Nr. Wolverhampton.

Required for April, 1980, at this 9 to 13 Middle School, TEACHER of RELIGIOUS EDUCATION and some GENERAL SUBJECTS (Scale 1).

Application forms obtainable from and returnable to the Head Teacher (S.A.E.).

Science

Scale 1 Posts

BEDFORDSHIRE
SOUTHERN AREA
DAUBENEY MIDDLE SCHOOL
Orchard Street, Kempston
Bedford MK42 7[illegible]

Required for April 1980, a SCIENCE SPECIALIST (Scale 1) to teach older pupils at this Group 7 purpose-built middle school. The successful candidate should have had experience of the Nuffield Combined Science Course.

Further details are available from the Headmaster at the school.

Technical Studies

BEDFORDSHIRE
NORTHERN AREA
LINCROFT MIDDLE SCHOOL
Oakley, Beds

Headmaster: E. C. W. Dean B.A.

Required for September, 1980, a TEACHER of WORKSHOP CRAFTS (woodwork and Metalwork). Scale 1. Very well equipped workshop in former Secondary School (built 1963).

Application forms and further details from the Headmaster, to be returned as soon as possible.

ROBERT BLOOMFIELD MIDDLE SCHOOL
Bloomfield Drive, Shefford
Beds.

Headmaster: Mr. C. A. Tinkler

Required for Summer Term, 1980, a GENERAL CRAFT TEACHER (Scale 1) to join the Design Department to work in a specialist cellular craft room provided with heavy craft machinery. The successful applicant will be involved in re-establishing Heavy Craft on the timetable following a period of suspension during a school building programme.

Further details are available from the Headmaster.

Other than by Subject Classification

Other Posts on Scale 2 and above

SUFFOLK
County Council
BECCLES MIDDLE SCHOOL
(No. on roll 531: 9-13)

Headmaster: Mr. C. Hinchliffe

Required for April or September, 1980, a qualified and experienced TEACHER for the post of FOURTH YEAR TUTOR (Scale 3).

Ability to teach French or Mathematics desirable.

Application forms and further details available (stamped addressed envelope) from the Headmaster, Beccles Middle School, Castle Hill, Beccles, to whom completed forms should be returned as soon as possible.

Scale 1 Posts

EALING
(London Borough of)
EDUCATION SERVICE

Required immediately, experienced teachers able to undertake Supply work in First, Middle, High or Special Schools.

For further information see under Secondary Education, Other Than by Subjects, Scale 1 Posts.

HEREFORD AND WORCESTER
COUNTY COUNCIL
REDDITCH, DINGLESIDE MIDDLE SCHOOL
Woodrow North, Redditch
B98 7SH

Assistant TEACHER, Scale 1, required for the Summer Term, 1980, for this purpose-built 9 to 13 middle school, who will initially teach General Subjects to a first-year class.

Candidates should also be prepared to help with some Girls' P.E. in year four. An experienced teacher would be preferred. Housing available.

Application forms and further details can be obtained from the Head on receipt of a foolscap s.a.e.

Secondary Education

Headships

BEXLEY
(London Borough of)
HOWBURY GRANGE SCHOOL
Roll 826, Group 10
HEAD TEACHER

Required for September, 1980: Owing to the appointment of the present Head Teacher to a larger school, applications are invited for the Headship of this All-Ability Mixed Secondary School.

L.A.A. and S.P.A. payable.

PARKLANDS SCHOOL
Roll 735, Group 10.
HEAD TEACHER

Required for September, 1980. Following the retirement of the present Headmaster applications are invited for the Headship of this Boys' Secondary Modern School.

L.A.A. payable. Assistance with removal expenses, legal fees and disturbance allowance can be considered for both posts.

Application forms and further details available from Chief Education Officer for Schools (T.S.), Town Hall, Crayford, Kent DA1 4EN, (enclosing foolscap S.A.E.) to whom they should be returned by Monday, 3rd March.

DUDLEY
(Metropolitan Borough)
WALTON HIGH SCHOOL FOR GIRLS

Applications are invited from teachers with appropriate qualifications and experience for the HEADSHIP of the above school which becomes vacant on September 1, 1980, following the retirement of the present Head.

The school, which is located at Bundle Hill, Halesowen, is a Group 8 school, accommodating some 450 girls between the ages of 13 and 18.

Further particulars and application forms (s.a.e.) from J. Buck, Director of Education, Education Department, 2 St. James's Road, Dudley, West Midlands, DY1 1JQ, to whom completed forms should be returned by March 14, 1980.

HAVERING
(London Borough of)
SANDERS DRAPER SCHOOL
(Roll 987, Co.Ed.)
Suttons Lane, Hornchurch, Essex.
TEACHER as HEAD of MUSIC Scale 3.

For further details see our display advertisement under SECONDARY vacancies.

Somerset

Education Committee

SEXEY'S V. C. SCHOOL, Bruton

480 pupils including 170 in sixth form.

Group 9 plus additional boarding allowances.

For September 1980 Head of this long established school which is developing from a boys' grammar school into a co-educational boarding school for boys and girls from the age of 11 with an open co-educational sixth form for day pupils and boarders.

Application form and details (S.A.E.) from Staffing (T) Section, Education Department, County Hall, Taunton. Closing date 29th February, 1980.

METROPOLITAN BOROUGH OF SOLIHULL
EDUCATION COMMITTEE

HEADSHIPS

GROUP 11 (S.P.A.)

(11-16 Comprehensive Schools)

Post 1—KINGSHURST SCHOOL, Cooke Lane, Kingshurst, Birmingham B37 6NU (1,200 approximately on roll).

Post 2—SIMON DIGBY SCHOOL, Partridge Close, Chelmsley Wood, Birmingham B37 6UG (1,100 approximately on roll).

Applications are invited for the above posts which will become vacant in September 1980 on the retirement of the present incumbents.

Application forms and further details are available from the Director of Education, P.O. Box 20, Council House, Solihull, West Midlands B91 3QU. Applicants should state for which school(s) they wish to be considered. Please enclose S.A.E.

Closing date 10th March, 1980.

BRITTONS SCHOOL (Roll 1,231 Co. Ed.)
Ford Lane, Rainham, Essex.

Required September, 1980.

SENIOR MASTER/ MISTRESS

for this 8 form entry Comprehensive School on one site. This is a newly created post. Salary Scale Burnham Senior Teacher Grade. There is a scheme for removal expenses.

Havering

Application forms and further details (s.a.e.) are available from the Director of Educational Services, Mercury House, Mercury Gardens, Romford, Essex. Completed forms to be returned by Monday 3rd March, 1980.

NORTHUMBERLAND
County Council

HIRST COUNTY HIGH SCHOOL
LICHFIELD CLOSE, ASHINGTON
NORTHUMBERLAND NE63 9RX

Group 11 13-18 Comprehensive High School
1,000 pupils including 120 in Sixth Form

Applications are invited from well qualified and suitably experienced teachers for the post of

DEPUTY HEAD

at this new purpose-built High School from 1st September, 1980.

Removal expenses and lodging allowance payable in approved cases.

Application forms obtainable by sending a foolscap s.a.e. to the Headteacher to whom completed forms should be returned within 10 days of the appearance of this advertisement.

SECONDARY
Headships
continued

LINCOLNSHIRE
HEAD TEACHER
KESTEVEN AND SLEAFORD HIGH SCHOOL

Group 9 Roll 557 including 1[illegible] in the Sixth Form

Required from autumn term, 1980, for this girls' grammar school. This is a reissue of a previous advertisement and applicants who have already applied need not submit fresh applications.

Further particulars and application forms obtainable from the Divisional Education Officer, Council Offices, Eastgate, Sleaford, Lincs (foolscap SAE). Closing date March 14.

Deputy Headships Senior Masters/ Mistresses

CAMBRIDGESHIRE
MARCH AREA
THE QUEEN'S SCHOOL FOR GIRLS (11-16)
Queen's Road, Wisbech, Cambs.
PE13 2PA
Telephone: Wisbech [illegible]

Previous applications will be reconsidered.

Group 10, Roll 960

Required for September 1980 (Due to promotion)

Appointment of SECOND DEPUTY HEAD TEACHER

Applications are invited from suitably qualified and experienced teachers for the position of Second Deputy to work as part of the Senior Management Team and to have particular responsibility for the pastoral side including community relations.

Application forms and further particulars are available from the Acting Senior Area Education Officer, Education Office, Touthill Close, City Road, Peterborough PE1 1UJ (S.A.E. first class), to whom they should be returned by 7th March, 1980.

CROYDON
(London Borough of)
NORBURY MANOR BOYS' SCHOOL,
Stanford Road,
London, SW16.
Telephone 01-764 7671/2
Tenable: 1st September, 1980

DEPUTY HEAD TEACHER required for this 11-18 boys' High School, situated in the north of the Borough. The school is 6 F.E. comprehensive and forms part of a two tier system of secondary education. Further details and application forms (S.A.E.) from the Headmaster to whom forms should be returned by Friday, 14th March.

Salary: Burnham Scale group 7 with London area allowance. Reasonable removal expenses will be reimbursed (details on request).

DERBYSHIRE
EDUCATION AUTHORITY
LONG EATON SCHOOL
Tamworth Road, Long Eaton, Near Nottingham.

Required for September 1980 second MASTER/MISTRESS (Deputy Head Group 12).

Further details and application form available from the Headmaster at the school.

Closing date 19th March 1980.

DUDLEY
(Metropolitan Borough)
THE HIGH ARCAL SCHOOL
(Group 11)
High Arcal Drive, Sedgley
West Midlands, DY3 1BP
(13 to 18 co-educational comprehensive: 1,020 on roll, 190 in Sixth Form)

Required for September, 1980, SECOND MASTER/MISTRESS to join the senior management team. Responsibilities will depend largely on experience and interests but will include overall charge of a section of the school.

Further particulars and application forms from the Headmaster.

HAMPSHIRE
CITY OF PORTSMOUTH BOYS' SCHOOL
London Road, Hilsea, Portsmouth PO2 9RJ
Comprehensive 13-18, 1,560 on roll.

Required from September DEPUTY HEAD Group 12 with main responsibility of upper school site (14-18 years).

Vacancy due to promotion to Headship.

Application form and further details available from the Head.

Closing date 14th March.

HAMPSHIRE
THE JOHN HANSON SCHOOL
[illegible] Close, Andover, SP10 3AB
11-18 Mixed Comprehensive.
Number on Roll 1,040

Required September 1980 SENIOR MISTRESS/DEPUTY HEAD

Letter of application with Curriculum Vitae, names and addresses of two referees. S.A.E. to Headmaster.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
THANET DIVISION
HARTSDOWN COUNTY SECONDARY SCHOOL,
George V Avenue, Margate, Kent.
Group 10
Headmaster: D. L. K. [illegible], B.A.
Director of Studies: Senior Teacher Scale

Required for September 1980, a well qualified and suitably experienced teacher to be the DIRECTOR of STUDIES (Senior Teacher Scale) in this 11-18 Secondary School.

The teacher appointed will have responsibility for curriculum development, option schemes, timetable construction, examination arrangements and working in close liaison with senior academic staff.

The school prepares pupils for C.S.E. and G.C.E. "O" and "A" level and has an excellent academic record. This is a key appointment in the future policy making structure of the School and the successful applicant will take a leading role in the management of the school.

Application forms and further details (S.A.E. please) from the Headmaster, to whom they should be returned within a fortnight of this advertisement.

LINCOLNSHIRE
GAINSBOROUGH
QUEEN ELIZABETH'S HIGH SCHOOL
Burnham Group 8
£6,5[illegible]-£7,40[illegible] + £72 p.a.
Supplement
NOR: 380

Required from September 1980, DEPUTY HEAD TEACHER. The vacancy is due to the retirement of the present holder of the post. The school has well established courses to "A" level and strong university links. Applicants must be graduates with wide organisational experience.

Application forms and further details on receipt of a SAE, from the Headmaster at the school, [illegible] Terrace, Gainsborough DN21 2ST, to whom they should be returned not later than March 11, 1980.

NEWHAM
(London Borough of)
SARAH BONNELL COMPREHENSIVE
Founded 1769
Deanery Road, Stratford E15 4LP
Head Teacher: Mrs P. A. Thomas Dip.Ed.
No. on roll: 1,100
SECOND DEPUTY HEAD TEACHER
Group 11
Required September, 1980:

Applications are invited from suitably qualified, experienced teachers with ability and enthusiasm plus a commitment to Comprehensive Education in a Multi-cultural Society.

The successful applicant would have overall responsibility with the Head Teacher and First Deputy Head Teacher for all areas of the school's organisation and management, but specific involvement with the staff team concerned with Timetabling, Curriculum Development and Option Planning.

London Allowance £[illegible] plus Social Priority Special Schools Allowance £201 to £276.

Application forms further particulars available from the undersigned to whom completed forms should be returned by March 7, 1980.

Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

NORTHANTS
RAUNDS MANOR SCHOOL
Park Street, Raunds, Wellingborough
NN9 6ND

SECOND MASTER (Deputy Head Group 10) required from September, 1980, at this rural comprehensive school (mixed, number on roll 670) with developing sixth form. The successful applicant will be responsible for the pastoral care of fifth and sixth form and the general oversight of all boys in the school. There will be a significant administrative role in addition. Vacancy due to the promotion of the present holder to a Headship.

Further details and application forms from the Headmaster (S.A.E.) returnable within 14 days of the appearance of this advertisement.

RICHMOND UPON THAMES
(London Borough of)
CHRIST'S SCHOOL
(11 to 16 mixed comprehensive)
East Side, Queen's Road
Richmond TW10 6HW

Six-form entry, ecumenical voluntary aided school for Anglicans and Roman Catholics formed in September, 1978, and occupying modern buildings on either side of the road in a pleasant area close to Richmond Park.

SENIOR TEACHER

This post carries responsibility for Careers Education and co-ordinating pastoral work throughout the school, and will be vacant from September 1, 1980, owing to retirement of the present holder.

Forms (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham, TW1 3QB, returnable to the Headmaster at the school as soon as possible.

SUFFOLK
COUNTY COUNCIL
THOMAS MILLS HIGH SCHOOL
(Framlingham)
(Mixed Comprehensive 11-18, Roll 770: 110 in Sixth Form)
Group 10
Head: Mr. M. Brown

Required for September, 1980, a well qualified TEACHER for the senior post of SECOND MASTER/MISTRESS. The vacancy occurs because of promotion to a Headship.

Responsibilities include playing a vital part in the senior management of this developing Comprehensive school, curriculum development and the timetable, and special responsibilities towards the boys in the school.

Application forms and further details (stamped addressed envelope) from the Headmaster, Thomas Mills High School, Saxtead Road, Framlingham, Woodbridge, Suffolk, to whom completed forms should be returned within a fortnight of the appearance of this advertisement.

SUFFOLK
COUNTY COUNCIL
ST ALBAN'S CATHOLIC HIGH SCHOOL
Digby Road, Ipswich
Head Teacher: Mr T. Madden

Required September, 1980, DEPUTY HEAD TEACHER for this Group 8, 11-16 secondary school.

Applications are invited from suitably qualified and experienced practising Roman Catholic Teachers. Vacancy due to the retirement of the present holder.

Further details and application forms available from the Head Teacher at the school (S.A.E. please).

SURREY
ROYAL GRAMMAR SCHOOL
Guildford
(formerly voluntary controlled, now HMC Independent)
650 boys: 200 in Sixth Form)

Required in September, 1980, a SECOND DEPUTY HEAD to be responsible for all matters relating to pupil discipline and welfare. The successful candidate will be a good Honours Graduate with proven qualities of leadership and organisation and an excellent record as a teacher.

For further details write to the Headmaster, Royal Grammar School, High Street, Guildford, GU1 3BB, enclosing a S.A.E.

Applications, in the form of a full curriculum vitae supported by a letter of application quoting at least two referees, must be submitted by March 1, 1980.

SURREY
EDUCATION COMMITTEE
WARLINGHAM COUNTY SECONDARY
(Mixed 12 to 16 comprehensive 900 on roll)
SECOND MASTER/MISTRESS, Group 11, required September, 1980.

This will be a key post, involving important relationships with parents, staff and pupils in this school which attracts the full range of ability. The successful candidate will be qualified by interest and experience to join the Head and Deputy Head in sharing overall leadership of the major areas of curriculum, pastoral development and community, and will be seeking the opportunity to initiate, plan and maintain significant developments in his or her agreed areas.

Application forms and further details available (S.A.E., please) from the Area Education Officer, 123 Blackborough Road, Reigate, Surrey.

SURREY
WARLINGHAM COUNTY SECONDARY SCHOOL
Mixed 12-16 Comprehensive: Roll 900
Required for September, 1980:
SECOND MASTER/MISTRESS

This will be a key post, involving important relationships with parents, staff and pupils in this school, which attracts the full range of ability. The successful candidate will be qualified by interest and experience to join the Headmaster and Deputy Headmistress in sharing overall leadership of the major areas of curriculum, pastoral development and community and will be seeking the opportunity to initiate, plan and maintain significant developments in his or her agreed areas.

Further details and application forms from the Headmaster, Warlingham County Secondary School, Tithe Pit Shaw Lane, Warlingham, Surrey CR3 9YB, on receipt of S.A.E.

WALSALL
(Metropolitan Borough)
EDUCATION COMMITTEE
BARR BEACON COMPREHENSIVE SCHOOL
Old Hall Lane, Aldridge, Walsall
WS9 0RF
DEPUTY HEADTEACHER

Group 11, required April or September, 1980, 11-18 Comprehensive, mixed. Closing date 4th March, 1980.

Application should be made by letter to the Head Teacher of the school giving the names and addresses of two referees and enclosing a S.A.E.

Remedial Posts

Heads of Department

BROMLEY
(London Borough of)
KEMNAL MANOR SCHOOL,
Sevenoaks Way, Sidcup, Kent.
(Roll 1300 boys)

Required for the Summer Term, or as soon as possible thereafter, a HEAD of REMEDIAL DEPARTMENT. Scale 3 for this 7 form entry all ability school for boys.

Removal and other expenses payable in approved cases.

Further details and application form from the Headmaster, at the school.

DORSET
SUMMERBEE SECONDARY SCHOOL
Mallard Road, Bournemouth
(720 mixed, 11 to 16 years)

Required September 1980, HEAD of REMEDIAL DEPARTMENT, Scale 2 to have special responsibility for pupils with learning difficulties. Assistance with removal and legal expenses.

Further details and application forms from the Headmaster on receipt of s.a.e.

ESSEX
ST. THOMAS MORE HIGH SCHOOL FOR BOYS
(Roll: 580)
Kenilworth Gardens
Westcliff on Sea
Tel.: 44953
HEAD of REMEDIAL DEPARTMENT
Scale 2.

Required for September 1980 to head superbly equipped department.

Curriculum vitae and names of referees to the Headteacher (foolscap S.A.E. please).

Other Posts on Scale 2 and above

WALSALL
Metropolitan Borough
EDUCATION COMMITTEE
HARDEN DEVELOPMENT UNIT

An imaginative well qualified TEACHER is required for the Development Unit from Easter, 1980. The unit caters for a small group of primary aged children all in need of an intensive term's tuition in order to develop basic literacy skills before returning to normal schools.

Scale 2 post plus Special Allowance. Letters of application should be forwarded to Mr. M. T. Billingham, Remedial & Language Service, Education Development Centre, 36 Wolverhampton Road, Walsall, WS2 8PN.

Closing date 26th February, 1980.

Scale 1 Posts

BEDFORDSHIRE
NORTHERN AREA
WOOTTON UPPER SCHOOL
Hall End Road
Wootton, Bedfordshire
Head: Mr. S. Clews

REMEDIAL

Required for September, 1980, a REMEDIAL TEACHER, Scale 1, to teach ENGLISH and MATHEMATICS to Remedial and slow learning groups in the age range 13 to 16 years.

Application forms and further details from the Head at the school.

BRENT
(London Borough of)
EDUCATION COMMITTEE

Required from April for one term, in the first instance: TEACHERS (Scale 1) at a number of Primary and Secondary Schools to cater for the needs of disruptive pupils. Those appointed will be attached to schools in a supernumerary capacity as the need arises.

Please apply by letter to the Director of Education, P.O. Box 1, Chesterfield House, 9 Park Lane, Wembley HA9 7RW, within seven days giving age, present post, qualifications, experience and referees, enclosing S.A.E. for reply.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
SOUTHFIELDS SCHOOL,
Singlewell Road, Gravesend
Kent DA11 7RF
(Roll 1,030)

This is a mixed secondary high school, age range 11 to 16, in the Thames-side Scheme for secondary organisation.

Required for the Summer Term, 1980, beginning April 21: Temporary REMEDIAL TEACHER.

This post is within our Guidance Centre offering interesting opportunities for work with small groups of students experiencing learning and school adjustment problems.

Apply immediately (no forms) to the Head, giving full particulars and the names and addresses of professional referees.

HEREFORD AND WORCESTER
COUNTY COUNCIL
MALVERN,
THE CHASE HIGH SCHOOL,
Geraldine Road, (11-18)
Malvern
Worcestershire WR14 3NZ

Required as soon as possible two Assistant TEACHERS (Scale 1) to serve in the Remedial Department of this mixed Comprehensive School. There are four teachers in the Department.

Application forms and further details can be obtained from the Head on receipt of a foolscap (S.A.E.).

HILLINGDON
(London Borough of)
EVELYNS SCHOOL
Appletree Avenue, Yiewsley
West Drayton UB7 8DA
(Number on roll 1,015—52 in Sixth Form)

Required for the Summer Term, a part-time (3 days) REMEDIAL TEACHER to assist the full-time teacher in working with pupils from years 1-3 who are withdrawn from lessons for specialist help.

The Department is housed in a well equipped room with all facilities.

Please apply in the first instance by letter to the Head of the School stating the names and addresses of two referees.

London Allowance Payable.

By Subject Classification

Art and Design

Heads of Department

HERTFORDSHIRE
WATFORD BOYS' GRAMMAR SCHOOL
Rickmansworth Road, Watford

Roll: 1,050 boys
260 in Sixth Form

Required September, HEAD of ART, keen to develop the work of the department throughout the school. Scale 3 plus London fringe allowance, generous relocation expenses possible (Euston 17 minutes) and very pleasant conditions on edge of open country.

Apply to Headmaster, giving full details of qualifications and interests, together with the names of two referees.

Scale 1 Posts

ARTS AND CRAFTS IN AMERICA

Numerous vacancies in American summer camps for people with skills in Arts and Crafts. Mid-June to late August, 1980. Round-trip flight, board and lodging and minimum $1?5 salary. See Bunacamp advertisement in Holiday section.

BEDFORDSHIRE
SOUTHERN AREA
QUEENSBURY UPPER SCHOOL
Langdale Road, Dunstable
Bedfordshire
Headmistress:
Miss C. M. Scott, B.A., J.P.

(Number on roll, September 1980, 1,050 boys and girls 13 to 18)

Required for April, 1980, qualified ART and CRAFT TEACHER to teach all general art activities across the full ability range up to and including "O" "A" and C.S.E. levels, and to have a strong bias to pottery and three dimensional studies.

Temporary for Summer Term due to maternity leave, possibility of a permanent post September, 1980. Scale 1.

Further details and application forms obtainable from and returnable to the Headmistress (s.a.e., please).

COVENTRY (City of)
WOODWAY PARK SCHOOL AND COMMUNITY COLLEGE, CV2 2AF
Woodway Lane, CV2 2AF
(Social Priority School): 1,119 on roll)

Required Easter or September: ASSISTANT TEACHER for ART at all levels, with a wide range of interests and expertise. Work in "O" level Art and Design and "A" level available. Scale 1.

Apply by letter giving full details (age, qualifications, experience) and names and addresses of two educational referees to the Head Teacher at the school.

Canvassing disqualifies.

Closing date: 3rd March 1980.

CROYDON
(London Borough of)
OVERBURY HIGH
Overbury Crescent
New Addington, Croydon
CR0 0AS
Telephone: 66 42132/5
Tenable

From the 21st April, 1980 Required, a full-time ART TEACHER to join the Creative Activities Department in this high school.

A teacher with an interest in Painting primarily, but other Three-Dimensional interests, is needed.

Salary—Burnham Scale 1, with London Area Allowance. Reasonable removal expenses will be reimbursed (details on request).

Please send S.A.E. for application form (or S.T.A.R.) from and returnable to the Head Teacher at the above address as soon as possible.

CROYDON
(London Borough of)
OVERBURY HIGH
Overbury Crescent,
New Addington,
Croydon, CR0 0AS
Telephone: 66 42132/5
Tenable from 21st April, 1980

Required, a full-time ART TEACHER to join the Creative Activities Department in this High school. A teacher with an interest in painting primarily, but other three-dimensional interests is needed.

Salary: Burnham Scale 1. With London Area Allowance.

Reasonable removal expenses will be reimbursed (details on request). Please send S.A.E. for application form (or S.T.A.R.) from and returnable to the Head Teacher at the above address as soon as possible.

EAST SUSSEX
COUNTY COUNCIL
BEXHILL HIGH SCHOOL
Down Road, Bexhill-on-Sea
TN39 4HT
Comprehensive, 1,415 pupils
Headmaster Mr C. B. Evans, B.Sc.

Required September 1980, Scale 1, TEACHER for ART and POTTERY. Applicants should be suitably qualified and able to offer the subject to all year groups. Applications would be welcome from new entrants to the profession.

Application forms may be obtained from the Headmaster on receipt of a self-addressed envelope.

ENFIELD
(London Borough of)
MINCHENDEN SCHOOL
(Mixed, Comprehensive)
High Street, Southgate
London N14 6BN
Roll: 1,400

ART CRAFT TEACHER required immediately (Scale 1).

Full or part-time. One term appointment initially but possibility of permanent post.

Ability to offer Woodwork or Metalwork an advantage, but any form of Art Craft considered.

London Allowance payable £408 per annum.

Letters of application, giving full curriculum vitae and including names of two referees should be sent to the Head Teacher at the School within 14 days of the appearance of this advertisement.

ESSEX
CHALVEDON COMPREHENSIVE SCHOOL.
(Roll: 1,495, 11-16)
Wickford Avenue, Pitsea, Basildon
Telephone Basildon 553576
ART, Scale 1, £177 Outer London Fringe.

Required Easter, TEACHER of ART with CERAMICS speciality in well-equipped department. Possibility of rental accommodation.

Curriculum vitae and names of referees to Head Teacher (foolscap S.A.E. please).

HAMPSHIRE
OAK FARM SCHOOL
Chaucer Road, Cove, Farnborough, Hampshire.
(Comprehensive Mixed)
N.O.R. 943

Required for September, 1980, Scale 1 TEACHER of ART.

Newly qualified staff welcome. Excellent specialist facilities in purpose built accommodation (opened 1975).

(Closing date one week after appearance of this advertisement). Letter of application nominating two professional referees to Head Teacher with S.A.E. for details.

HERTFORDSHIRE
LEGGATTS SCHOOL
Leggatts Way, Watford

Roll: 880 mixed all ability

Required April or September, TEACHER of ART for three days per week.

Applicants able to offer second subject it may be possible to offer full-time.

Applications by letter to Headmaster giving curriculum vitae and names and addresses of two referees enclosing s.a.e.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SWALE DIVISION
THE SHEPPEY SCHOOL
Headmaster: R. O. Barson, B.A.
Fully Comprehensive Mixed Upper School, 13-18 years, 1,800-plus on Roll

FACULTY OF DESIGN. Qualified TEACHER for ART, Scale 1. Graphics specialist preferred.

Letters of application, together with curriculum vitae and names and addresses of two referees to the Headmaster, The Sheppey School, Minster Road, Minster, Sheppey, Kent, as soon as possible please.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
NORTHFLEET SCHOOL FOR BOYS
Colyer Road, Northfleet.
(Roll: 930) (8-form comprehensive intake) Tel. No. Gravesend [illegible].

Required for September 1980 or earlier if possible, TEACHER to assist in the CREATIVE ARTS DEPARTMENT of this boys' high School. The school has a good tradition of work in the field and offers good workshop facilities. The successful candidate will be responsible for Woodwork elements of courses leading to C.S.E. and G.C.E. "O" levels.

A Scale 3 post is available to a suitably experienced person, with applications from new entrants to the profession also welcomed.

Apply by letter to the Headmaster at the school, giving details of qualifications and experience and naming two professional referees.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GILLINGHAM DIVISION
THE HOWARD SCHOOL,
GILLINGHAM.
(A Grammar-Modern School of 1,000 boys aged 11 to 18 with a Sixth Form of 250).

Required in April or September, a TEACHER of ART to CSE, "O" and "A" Level with a special interest in Graphic Design. Previous experience is not essential, but an allowance is available for someone with appropriate qualifications and experience. A temporary appointment for the Summer Term only would be considered. The facilities are first-rate and the post offers excellent prospects.

Apply to the Headmaster stating special interests and enclosing a curriculum vitae and the names of two referees.

NEWHAM
(London Borough of)
TRINITY SCHOOL
Barking Road, London E16 4BD
(Telephone: 857 [illegible])
Head Teacher, Mr. D. Johnson
(Roll 917)

Required for Easter, 1980 (Scale 1) A temporary TEACHER of ART and LIGHT CRAFT is required after Easter for one term by this one-site boys' Comprehensive School. Preliminary visits to the School are welcome.

Application forms may be obtained from the Head Teacher, to whom they should be returned by 7th March, 1980.

Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
GAYWOOD PARK HIGH SCHOOL
Queen Mary Road, King's Lynn,
Norfolk
(1,600 Mixed)
Scale 1 — ART.

Apply by letter, enclosing tabulated curriculum vitae and the names of two professional referees to the Headmaster, from whom further particulars are available on receipt of a S.A.E. Removal expenses are paid in accordance with the Authority's scheme.

TRAFFORD
(Metropolitan Borough of)
EDUCATION DEPARTMENT
ALTRINCHAM GRAMMAR SCHOOL FOR BOYS
(Roll 870 boys)
Marlborough Road, Bowdon,
Altrincham, Cheshire.
061-928 0858.
ART.

Required in September, 1980 to teach throughout the School.

The post would be suitable for a teacher in first appointment, but a Scale post would be available for a successful candidate with appropriate qualifications and experience.

Application forms available from the Head of the school, should be returned as soon as possible.

Careers

Other Posts on Scale 2 and above

BARNET
(London Borough of)
QUEEN ELIZABETH'S GIRLS' SCHOOL.
High Street, Barnet, Herts
01-449 2984

Developing five-form entry Comprehensive. Roll 750. Sixth Form 120. £408 London Allowance payable. Required September, 1980, TEACHER in charge of CAREERS (Scale 3). Well established Department with own library and commitment in Fourth and Fifth Year General Course. Successful candidate would be expected to teach a 75 per cent timetable. Please state subject offered.

In approved cases assistance may be given by way of temporary housing, the payment of removal expenses and separation allowances.

Apply direct to Headmistress enclosing curriculum vitae and names of two referees (S.A.E.).

Director of Educational Services.

Classics

Other Posts on Scale 2 and above

BIRMINGHAM
KING EDWARD'S GRAMMAR SCHOOL FOR GIRLS
Rose Hill Road, Handsworth,
Birmingham 21
(Voluntary aided: 730 girls)

For September, 1980, HEAD of CLASSICS, Scale 3, to organize the department and teach up to university entrance and scholarship standards, Latin, Greek, J.A.C.T. Ancient History.

Experience of the Cambridge Latin course would be an advantage.

Apply by letter (no forms) to the Headmistress of the school, giving details of qualifications and experience and names of referees.

SOUTH GLAMORGAN COUNTY COUNCIL

Required for April, 1980:

BRYN HAFREN COMPREHENSIVE SCHOOL FOR GIRLS, BARRY (11-18)
(12-form Entry)

ART & DESIGN—SCALE 1

Suitably qualified and experienced teacher to assist with the teaching of Art in the Lower School (Years 1 and 2). This is a temporary appointment for one term.

HOWARDIAN HIGH SCHOOL, CARDIFF
(11-18 Comprehensive, 9-form Entry)

HOME ECONOMICS—SCALE 1

A qualified teacher of Home Economics to teach throughout the school including Sixth Form A level Home Economics. This is a temporary appointment for one term.

Application forms may be obtained on receipt of a stamped addressed foolscap envelope from the undersigned, to whom completed forms should be returned within 10 days of the appearance of this advertisement. F. J. Adams, Director of Education, Education Offices, Kingsway, Cardiff.

SECONDARY
continued

Commercial Subjects

Heads of Department

DURHAM
COUNTY COUNCIL
PETERLEE HOWLETCH COMPREHENSIVE SCHOOL
on roll: 11-18 years
HEAD OF BUSINESS STUDIES. Salary Scale 2. Suitably qualified and experienced TEACHER required for September, 1980, or earlier if possible, to teach Typewriting, Accounts, Commerce, Government and Economics to Fourth, Fifth and Sixth Formers. C.S.E., G.C.E. "O" level and R.S.A. courses are well developed.

Stamped addressed envelope for application form and further details to Area Education Office, Seaside Lane, Easington, Peterlee, Co. Durham.

Closing date for receipt of applications 3rd March, 1980.

HILLINGDON
(London Borough of)
BARNHILL SCHOOL
Yeading Lane, Hayes, UB4 9HD
(No on roll 965, 61 in Sixth Form)

Required for September 1980 following the retirement of the present holder of the post HEAD of the BUSINESS STUDIES DEPARTMENT, Scale 3.

It is hoped to appoint a well qualified and dynamic person to continue further development of this already strong department.

Pupils are prepared for examinations in Accounts, Commerce, Office Practice, Secretarial Duties, Shorthand and Typing (including Audio Typing).

Courses offered at Sixth Form level are well supported. The department is housed in specialist accommodation and possesses a good range of equipment.

Application forms from and returnable to the Headmaster at the school. London Allowance payable.

SUTTON
(London Borough of)
GREENSHAW HIGH SCHOOL
Grennell Road, Sutton SM1 3DY
Tel. 01-641 2080
Headmaster: Mr J. Siddle, MEd, MIBiol
1,146 pupils on roll with 150 in the sixth form
HEAD OF BUSINESS STUDIES. Scale 3 or 4 according to experience and qualifications. Typewriting, Office Practice and Commerce are taught in the fourth and fifth years and there is a one-year Secretarial and Accounts course in the sixth form.
Letters of application to the Headmaster, stating education, qualification, experience, present post and names of two referees.

Scale 1 Posts

BEDFORDSHIRE
NORTHERN AREA
ST. THOMAS MORE R.C. UPPER SCHOOL
Tyne Crescent, Bedford
BUSINESS STUDIES

Required for September, 1980, a TEACHER of BUSINESS STUDIES, Scale 1. To teach "A" level (possibly "O" level) ECONOMICS and help with Typing, Commerce and Office Practice.

Further details are available from the Headmistress at the school.

BRADFORD (City of)
METROPOLITAN COUNCIL
ECCLESHILL UPPER SCHOOL
(Group 11, Roll 1,040; Sixth Form 90)
Required for Easter 1980, or as soon as possible thereafter, TEACHER of TYPING and SHORTHAND (Scale 1) who would work within the Commerce Department. Typing is taught to C.S.E. and R.S.A. Stages I, II and III levels in the Fourth, Fifth and Sixth Forms, and Shorthand to C.S.E. and R.S.A. Stage I level in the Sixth Form.

A willingness to teach Commerce or Accounts may be an advantage.

Application forms may be obtained from the Staffing and Training Unit, Fourth Floor, Provincial House, Market Street, Bradford, BD1 1NP, and should be returned to the Head Teacher, Eccleshill School, Harrogate Road, Bradford, BD10 0JE, as soon as possible.
Reference ET/6580/TES.

ENFIELD
(London Borough of)
ALBANY SCHOOL
Bell Lane, Enfield, Middlesex.
(Eight form Mixed Comprehensive), Roll 1,250.
Required for Easter or September, a Scale 1 TEACHER able to offer two or more of the following subjects: BUSINESS STUDIES, COMMERCE, ECONOMICS, ACCOUNTS. A good part of the timetable of the successful candidate will involve teaching 4th and 5th year examination pupils.

London Allowance payable £408 per annum.

Consideration given to generous assistance with removal and relocation costs, temporary housing and two homes allowance.

Application forms (stamped addressed foolscap envelope) obtainable from the Head Teacher to whom they should be returned as soon as possible.

HARINGEY
(London Borough of)
THE DRAYTON SCHOOL
(Bedevere Road, Tottenham, N.15
(11-18, Co-educational, Comprehensive Community School with 100 plus in Sixth Form)
Telephone: 01-800 0884
Required for September 1980, a Scale 1 TEACHER of COMMERCIAL SUBJECTS comprising Typing, Shorthand and Office Practice to C.S.E., Pitman and R.S.A. II levels in a thriving and well equipped Business Studies Department. In addition, a Sixth Form Work Experience scheme operates within an integrated Business Studies course and the successful candidate will be expected to play a part in the organisation of work placement.

Forms of application and further details are available from the Head of the school, to whom completed application forms should be returned within two weeks of this advertisement. Visits to the school welcomed.

Social Priority Allowance £201/£276.

London Allowance (£600) payable.

Removal expenses—100 per cent allowed in approved cases.

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTFORDSHIRE DIVISION
THE KNIGHTS TEMPLAR SCHOOL
(Group 10)
Park Street, Baldock, Hertfordshire, SG7 6DZ
Co-educational Comprehensive.
Roll 880 (11-18)
Required for September—Scale 1—TEACHER of COMMERCIAL STUDIES which, in this school, is principally Typing to the middle years, Shorthand, Typing and Secretarial Studies to 6th formers doing "A" level studies.

Applications in writing giving two references and curriculum vitae to the Headmaster.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Department, The Civic Centre, Lampton Road, Hounslow TW3 4DN
[illegible] SCHOOL,
[illegible] Road, Feltham TW13
Headmaster Mr. G. C. L. Whiddett, J.P.
Required September, 1980, or as soon as possible, TEACHER of BUSINESS STUDIES (Scale 1).

The department offers the full range of Business Studies subjects to the complete ability range of the Upper School (4th, 5th and 6th years) and has well-established "A" level courses and a thriving Sixth Form Secretarial Course.

Ability to teach typewriting is essential, and it would be advantageous if the applicant could offer at least one subject from Economics, Business Studies, Commerce, Accounts, Office Practice or Shorthand.

Someone seeking a one-year appointment would be considered. Teachers offering part-time assistance may also apply.

[illegible] is now a fully developed eight-form entry co-educational comprehensive (11 plus to 18 plus age range, 1,400 on roll).

London Allowance £408 payable.

Closing date, 5th March, 1980.

Letters of application to the Headmaster giving details of qualifications, experience and names and addresses of two referees (stamped addressed foolscap envelope, please).

A. Groves, Director of Education.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
MEOPHAM SECONDARY SCHOOL
Wrotham Road, Meopham, near Gravesend
(Roll: 1,010)
This developing eight-form entry mixed High School opened in pleasant rural surrounds in September, 1975. There is a comprehensive intake into the lower school.
Required for September 1980, TEACHER of COMMERCIAL SUBJECTS, Typing, Office Practice, Commerce, etc.
Apply in writing without delay, to the Headmaster, together with curriculum vitae and naming two referees. Tel. Meopham 814616.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
GAYWOOD PARK HIGH SCHOOL
Queen Mary Road, King's Lynn
Norfolk
1,000 Mixed
Scale 1—COMMERCIAL SUBJECTS
Apply by letter, enclosing tabulated curriculum vitae and the names of two professional referees to the Headmaster, from who further particulars are available on receipt of a S.A.E. Removal expenses are paid in accordance with the Authority's scheme.

SANDWELL
(Metropolitan Borough of)
MANOR HIGH SCHOOL
(11-18 Comprehensive)
Required for April, 1980.
COMMERCE and/or OFFICE SKILLS
Scale 1

Letters of application stating full curriculum vitae and names and addresses of two referees, should be forwarded immediately to Head Teacher, Friar Park Road, Wednesbury, West Midlands.

STAFFORDSHIRE
EDUCATION COMMITTEE
THE RAWLETT HIGH SCHOOL
Comberford Road, Tamworth
Required for September 1980, TEACHER of COMMERCE and GENERAL SUBJECTS (Scale 1) for this newly established Comprehensive School.
Further details and application forms obtainable from and returnable to the Headmaster at the school (S.A.E., please).

Domestic Subjects

Heads of Department

EAST SUSSEX
UPLANDS COMMUNITY COLLEGE
Uplands, Wadhurst, East Sussex. TN5 6AZ
Required for September 1980, HEAD of HOME ECONOMICS (Scale 3) in this rural, mixed, 11 to 18 Comprehensive School (550 on roll).
Relocation grants available in approved cases.
Further particulars and application forms (S.A.E. please) from the Principal.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
SIMON LANGTON GIRLS' SCHOOL
Old Dover Road, Canterbury
Required for September a HEAD of HOME ECONOMICS (Scale III) in this four form entry grammar school.
Courses to "A" level are established to a high standard in Home Economics and Textile and Dress in a recently opened suite.
Disturbance allowances are available in suitable cases. Further details may be obtained from the Headmaster (Canterbury 63711) to whom a letter of application should be written, stating qualifications and experience in full and giving the names of two referees and enclosing a S.A.E.

TONBRIDGE/MALLING DIVISION
WEALD OF KENT SCHOOL FOR GIRLS
Tudeley Lane, Tonbridge
Tel.: 352819
Selective girls' school: 675 pupils aged 11-18
3/4 form entry, 135 in Sixth Form
HEAD of HOME ECONOMICS department required for September 1980 (Scale 4).
Needlework and Cookery are taught in junior forms and girls have the option of proceeding to "O" and "A" level examinations (Oxford Board) in either subject. Applicants should have experience of teaching both but the person appointed should have a special interest in Food and Nutrition and will be expected to be responsible for the "A" level work in this subject. The school is pleasantly situated on the edge of the town and the specialist rooms are well equipped.
Apply by letter to the Headmistress with curriculum vitae and the names of two referees.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
CHATHAM GRAMMAR SCHOOL FOR GIRLS
Rainham Road, Chatham, Kent
(Roll: 850)
Required for September, 1980 an ASSISTANT for HOME ECONOMICS to teach Junior Cookery, "O" level Food and Nutrition and "A" level Home Economics. Members of the Home Economics department have their own teaching rooms. For a suitably qualified and experienced teacher this could be a Scale II Head of Department post.
Apply by letter to the Headmistress, giving full curriculum vitae and the names and addresses of two referees.

LIVERPOOL
LIVERPOOL GIRLS' COLLEGE
Grove Street, Liverpool, L7 7AH
HEAD OF DOMESTIC SCIENCE
SCALE 1-2

Required for September, 1980, to organize and teach the subject throughout the school. Sixth Form work is an integral part of the course and the subject is taken at "O" level in the Fifth Form. Needlework is also taught in the Junior forms. Scale 2 available for a suitably qualified and experienced applicant.
Forms available from (s.a.e.) and returnable to the Head Teacher quoting ref. PFM 558(b). Closing date: 3rd March, 1980.

OXFORDSHIRE
COUNTY COUNCIL
JOHN MASON SCHOOL,
Wootton Road
Abingdon OX14 1JB.
Mixed Comprehensive, 11 to 18
No. on roll: 1,080
Required for September, 1980 a HEAD of DOMESTIC CRAFT (Scale 3) who will be able to teach Dress and Needlework throughout the school. The department has superb facilities in a recently completed purpose-built Arts and Crafts block, and offers a wide range of courses and options.
Please apply to the Headteacher, stating qualifications and experience and naming two educational referees. Further details available (s.a.e., please).

REDBRIDGE
(London Borough of)
HEAD OF DEPARTMENT
VALENTINES HIGH SCHOOL
Cranbrook Road, Ilford, Essex, IG2 6HX
Telephone: 01-554 5408
Head: Miss J. Thompson, M.A.
Required for September, 1980, a suitably qualified and experienced TEACHER to take responsibility for the HOME ECONOMICS department at this developing co-educational school which has been comprehensive since 1977.
Further information and an application form for this Scale 3 post (with outer London allowance) can be obtained from the Head at the School.
Completed forms should be returned as soon as possible.

ST. HELENS
EDUCATION COMMITTEE
RAINHILL HIGH SCHOOL
(11 to 18 years mixed comprehensive; 1,107 on roll, 44 in Sixth Form)
Portico Lane, Prescot
Merseyside
HEAD OF HOME ECONOMICS
(Scale 3)

Candidates must be able to offer Home Economics and Needlework and be capable of teaching Home Economics to "A" level. Required for September, 1980.
Application forms are available from the Head Teacher to whom they should be returned immediately.

WEST SUSSEX
SOUTHERN AREA
THE LITTLEHAMPTON SCHOOL
Littlehampton
(Mixed 11-18 Comprehensive)
Required for Easter or September 1980 HEAD of HOME ECONOMICS (m/f). Scale 3.
Excellent facilities include Flat and 3 fully equipped specialist rooms. Advanced level, Ordinary level, C.S.E., Child Care, General Catering, and a wide range of imaginative courses at all levels.
Details and application form from Headmaster (s.a.e.).

Other Posts on Scale 2 and above

CAMBRIDGESHIRE
CAMBRIDGE AREA
COLERIDGE COMMUNITY COLLEGE
Required from Easter or earlier if possible, TEACHER (m/f), to be in charge of NEEDLEWORK (Scale 2) in this 11-16 mixed Comprehensive School (roll 700).
Please send SAE for application form and further details to The Principal, Coleridge Community College, Radegund Road, Cambridge, CB1 3RJ.

CROYDON
(London Borough of)
SELHURST GIRLS' HIGH
The Crescent, Croydon CR0 2LV
Telephone 01-684 9266/8
Tenable: As soon as possible
Required for this Comprehensive School for Girls of 14-18, a TEACHER of HOME ECONOMICS to teach C.S.E. and "O" level. Applicants are asked to give their second teaching subject.
Salary: Burnham Scale 3, with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request). Please send S.A.E. for application form (or S.T.A.F.) from and returnable to the Head Teacher at the above address as soon as possible.

Scale 1 Posts

BEDFORDSHIRE
NORTHERN AREA
WOOTTON UPPER SCHOOL
Hall End Road, Wootton, Beds.
Headmaster: Mr. S. Clews
HOME ECONOMICS

Required for September 1980, a TEACHER of HOME ECONOMICS, Scale 1. A fourth member is required for a well equipped department which has developed CSE, "O" and "A" level courses embracing Home Economics, Food and Nutrition, Needlework, and Child Development.
The school, which opened in 1975, caters for pupils aged 13-18 from a rural area and numbers on roll in September will be 1,040, including some 160 in the Sixth Form.
Application forms and further details available from the Headmaster at the school.
Closing date: March 10th, 1980.

ESSEX
SHOEBURYNESS COMPREHENSIVE
(Roll 1,100)
Caulfield Road, Shoeburyness
Tel. Shoeburyness 3286
TEACHER of HOME ECONOMICS, Scale 1.
Required for September, 1980, in this seven form entry, 11-18 mixed comprehensive school
KING HAROLD COMPREHENSIVE
(Group 11)
(Roll 1,360)
Broomstick Hall Road,
Waltham Abbey
Tel. Lea Valley 714800 and 714818
CRAFT, TEXTILES/NEEDLEWORK, Scale 1.
Required April. Imaginative TEACHER of TEXTILE/NEEDLEWORK to join established departments. Excellent equipment. London Fringe Allowance.
For the above two posts, curriculum vitae and names of referees to the Head Teacher concerned (foolscap SAE, please).

HEREFORD AND WORCESTER
COUNTY COUNCIL
EDUCATION DEPARTMENT
KING CHARLES I SCHOOL
Chester Road South
Kidderminster DY10 1XA

A TEACHER of HOME ECONOMICS and allied subjects at Scale I is required for September 1980.
The School is expanding and will then be a 10 form entry mixed comprehensive 13-18 School with an academic Sixth Form of about 260. The Department is expanding and is housed in purpose built accommodation.
Please apply by letter to the Headmaster giving details of education, qualifications, experience and interests together with the names and addresses of two referees. Applications will be acknowledged with further information.

HAVERING
(London Borough of)
BRITTONS SCHOOL
Ford Lane, Rainham, Essex
RM13 7BB
(Roll: 1224 Co. Ed.) TEACHER of HOME ECONOMICS, Scale 1.
For further details see our display advertisement under SECONDARY vacancies.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Department
The Civic Centre, Lampton Road
Hounslow TW3 4DN
LAMPTON SCHOOL
Lampton Avenue, Hounslow
TW3 4EP
(Co-educational, 815 pupils)
Head Teacher:
Miss M. Coulthard, M.A.
Required: April, 1980
Assistant TEACHER, HOME ECONOMICS. Temporary one term.
The vacancy arises because the Head of the Department is taking maternity leave.
The person appointed will be expected to share in the teaching of Home Economics and Needlework up to and including C.S.E./G.C.E. "O" level. There are three well-equipped specialist rooms.
Lampton School is a 6/6 Form entry Group 10 Comprehensive School with boys and girls in the 11-18 age range. Total number on roll will eventually be 970 approximately.
London allowance £408 payable.
Letters of application in the first instance to the Head of the School as soon as possible and not later than Friday, 7th March, giving details of qualifications, experience, and any special interests together with the names and addresses of two referees.
A. Groves, Director of Education.

ISLE OF MAN
BOARD OF EDUCATION
DOUGLAS HIGH SCHOOL
(Co-educational Comprehensive: 14 to 18 years; 990 pupils)
Required for September 1980: TEACHER of HOME ECONOMICS (Scale 1) to share work up to and including G.C.E. "O" level. An interest, or experience in Child Care would be an advantage.
Application forms and further details can be obtained, on receipt of a self-addressed envelope, from the Headmaster, Douglas High School, St. Ninian's, Douglas, Isle of Man, to whom completed forms should be returned by Monday, 10th March, 1980.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SWALE DIVISION
SHEERNESS LADY ANNE CHEYNE MIDDLE SCHOOL FOR GIRLS
Scale 1 TEACHER required for HOME ECONOMICS preferably with some experience.
Application forms from the Divisional Education Officer, County Offices, Avenue of Remembrance, Sittingbourne (S.A.E. please) to be returned to the Headteacher at the school in Jefferson Road, Sheerness. Closing date February 29, 1980.

LIVERPOOL
ST. MARGARET CLITHEROW R.C. SECONDARY SCHOOL (GIRLS)
Ullet Road, Liverpool, L17 1AA
ASSISTANT SCALE 1/2 NEEDLEWORK

Required for September, 1980, to teach the subject throughout the school and to C.S.E. level. Scale 2 available for suitably qualified and experienced applicant.
Forms available from (s.a.e.) and returnable to the Head Teacher quoting ref. PFM 559(b). Closing date: 3rd March, 1980.

LONDON S.E.5
MARY DATCHELOR GIRLS' SCHOOL
Camberwell Grove.
(Voluntary Aided Grammar School)

Required for September, a part-time TEACHER for HOME ECONOMICS to teach Ordinary level COOKERY and also NEEDLEWORK.
Applications with testimonials and names of two referees to the Head Mistress, Miss E. B. Godwin.

NEWHAM
(London Borough of)
LANGDON SCHOOL
Sussex Road, London E6 2PS
(Tel. 01-471 8411)
Head Teacher: Mr A. Gabert
Roll: 1,900
Required April or September: TEACHER of HOME ECONOMICS (Scale 1).
The School is a mixed comprehensive occupying modern buildings on a single 40 acre site with its own playing fields.
London Weighting £609.
Application forms may be obtained from the Head Teacher, to whom they should be returned by March 14th, 1980. Director of Education, Education Offices, Broadway, Stratford E15 4BH.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
STYLES COUNTY SECONDARY SCHOOL
No on roll: 280, mixed
Scale 1 Temporary Full-Time TEACHER required for period September 1980 to August, 1981. To take Needlework/Dress to C.S.E. level. Must be able to offer a second subject, preferably English.
Application forms and further details only obtainable by sending s.a.e. to the Headteacher, Trafalgar Road, Great Yarmouth, NR30 2LE.

NORTHANTS
CORBY LODGE PARK COMPREHENSIVE SCHOOL
(Shetland Way, Corby, Northants)
An ASSISTANT (Scale 1) to teach HOMECRAFT from Easter (or September).
Lodge Park is an 11-18 comprehensive school in Corby New Town. Housing readily available.
Apply for details and application form from the Headmaster (S.A.E.).

SANDWELL
(Metropolitan Borough of)
HOLLY LODGE HIGH SCHOOL
(11 to 16 Comprehensive)
Required for April or September 1980
NEEDLEWORK
Scale 1

Letters of application, stating full curriculum vitae and names and addresses of two referees, should be forwarded immediately to Head Teacher, Holly Lane, Smethwick, Warley, West Midlands.

SUTTON
(London Borough of)
GREENSHAW HIGH SCHOOL
Grennell Road, Sutton, Surrey SM1 3DY
Tel. 01-641 2080
Headmaster: Mr J. Siddle, MEd, MIBiol
1,146 pupils on roll with 150 in sixth form
TEACHER (m/f) for HOME ECONOMICS, Scale 1, for April, 1980. Vacancy caused by maternity leave. Possibility of a permanent appointment from September, 1980. Newly qualified teachers are invited to apply.
Letters of application to the Headmaster, stating education, qualifications, experience, present post and names and addresses of two referees.

Economics

Heads of Department

SOMERSET
BRUTON SCHOOL FOR GIRLS
Sunny Hill, Bruton, Somerset
(107 in VIth Form)
BA10 0NT
Required in September, 1980, HEAD of HOME ECONOMICS DEPARTMENT, qualified to teach Cookery and Needlework to "A" Level. Three in Department.
Burnham Scale 2.
Enquiries and applications to the Headmistress

Other Posts on Scale 2 and above

ENFIELD
(London Borough of)
AMBROSE FLEMING SCHOOL
The Ride, Enfield
Middlesex EN3 7DS
Roll 1,340
Required for Easter or September, 1980, a TEACHER to be responsible for the teaching of ECONOMICS and CAREERS EDUCATION, and to assume responsibility for the Careers Department. A Scale 3 post is available for a suitably qualified and experienced candidate.
London Allowance payable £408 per annum.
Consideration given to generous assistance with removal and relocation costs, temporary housing and two homes allowance.
Application forms (stamped addressed foolscap envelope) obtainable from the Head Teacher, to whom they should be returned as soon as possible.

NORTH YORKSHIRE
COUNTY COUNCIL
WHITBY SCHOOL
Comprehensive 14-18, 860 pupils
Prospect Hill, Whitby,
North Yorkshire
(Re-advertisement)
Required for September, 1980, a TEACHER (Scale 2) in charge of ECONOMICS, to teach Economics to "A" level, Commerce to C.S.E/R.S.A., and to oversee the teaching of Commercial subjects.
Applications (forms not necessary) to the Headmaster who will send further details on request (S.A.E. please). Closing date 10 days from the appearance of this advertisement.

Scale 1 Posts

KENT
EDUCATION DEPARTMENT
TUNBRIDGE WELLS DIVISION
TUNBRIDGE WELLS GRAMMAR SCHOOL FOR GIRLS
(800, 200 in the Sixth Form)
Required for September, part-time TEACHER for ECONOMICS (second in the Department) to "A" level and another subject, preferably History or "O" level Spanish.
Apply to the Headmistress at the school, naming two referees.

SHEFFIELD (City of)
EDUCATION COMMITTEE
CHAUCER CAMPUS
Wordsworth Avenue, Sheffield
S5 8NH
(Mixed Comprehensive 12-16; 1,800 on roll)
Required from the 14th April, 1980 a temporary TEACHER of ECONOMICS and COMMERCE for the Summer Term. Scale 1.
Forms of application may be obtained from the Head of Campus to whom they should be returned as soon as possible (telephone: Sheffield 344786).

English

Heads of Department

BEDFORDSHIRE
SOUTHERN AREA
MANSHEAD UPPER SCHOOL
Dunstable Road, Caddington,
Beds
Headmaster: Mr. L. P. Hanfield, J.P., M.A.
HEAD OF ENGLISH
Scale 4

Required for September, 1980, well-qualified and experienced GRADUATE to be HEAD of ENGLISH, Scale 4. For a strong candidate already a Head of Department and willing to take responsibility for leading and coordinating the language policy across the curriculum, this could be a [illegible] Teacher appointment. [illegible] are well-established [illegible] tion courses at all levels [illegible] Mode 3 C.S.E. to "A" [illegible] including Mode 3 C.E.E. Manshead is a voluntary [illegible] trolled C. of E. 13 to 18 mixed comprehensive [illegible] school in purpose [illegible] buildings on the southern [illegible] of Dunstable.
Further details are [illegible] tion forms obtainable [illegible] returnable to the [illegible] (S.A.E., please.)

BERKSHIRE
THE WINDSOR BOYS' [illegible]
1 Maidenhead Road, [illegible]
SL4 5EH
Number on Roll: 815
Required for [illegible] HEAD of ENGLISH [illegible]
This is a large [illegible] partment with three [illegible] studying for Advanced [illegible] sixth form. The Windsor [illegible] School has recently [illegible] from a Grammar School [illegible] growing 13-18 [illegible] School, Group 11.
London Fringe Allowance [illegible] per annum. Lodging [illegible] and removal expenses [illegible] operation.
Application to the H[illegible] letter, enclosing names [illegible] referees (S.A.E.). [illegible] March 10.

CROYDON
(London Borough of)
TAUNTON MANOR [illegible]
Homefield Road, Old Coulsdon, Surrey CR3 [illegible]
Telephone: 71 6118 [illegible]
Tenable: 1st September, [illegible]
An enthusiastic TEACHER required to be HEAD of [illegible] ENGLISH DEPARTMENT [illegible] this mixed [illegible] school standing in 11 acres [illegible] the edge of Coulsdon [illegible]
S.A.E. for application [illegible] and further details.
Closing date for [illegible] to 10th March, 1980.
Reasonable [illegible] expenses will be [illegible] (details on request).
Apply to the Head Teacher at the above address
Salary—Burnham Scale [illegible] with London Area Allowance.

CUMBRIA
COUNTY COUNCIL
QUEEN ELIZABETH GRAMMAR SCHOOL
Penrith
Voluntary controlled, mixed, 13 to 18 years
(660 on roll, 190 in VI form)
Required for September, 1980 experienced GRADUATE as HEAD of ENGLISH, Scale 4. The successful applicant will lead a full department offering a full range of well-established courses to "O" and "A" level. [illegible] ance with removal expenses in approved cases.
Letters of application, giving personal details and the names of three referees, to the Head [illegible] March, 1980. Further details available on request (S.A.E. [illegible]).

DONCASTER
EDLINGTON COMPREHENSIVE SCHOOL
Tait Avenue, Edlington
Doncaster DN12 [illegible]
Rotherham 864100
Headmaster, J. S. Welch [illegible]

Required for September 1980, ASSISTANT HEAD of ENGLISH Faculty, [illegible] This is a key post in a forward-looking department [illegible] offers a great opportunity [illegible] well-qualified enthusiast [illegible] ing to develop his or her career.
The school takes all pupils aged 12 to 18 living in a very mixed catchment area and was purpose-built [illegible] on a 30-acre site on the [illegible] of open country.
Application forms and further particulars are available from the Headmaster at the above address (S.A.E. please) to whom completed forms should be returned as soon as possible.

ESSEX
ST. JOHN'S COMPREHENSIVE SCHOOL
Tower Road, Epping, CM16 [illegible]
Telephone: Epping 73028
(Group 12, Roll 1,321)
HEAD of ENGLISH DEPARTMENT [illegible] (Scale 4) required [illegible] 1980. Well established [illegible] "A" level. Excellent [illegible]
Curriculum vitae and [illegible] referees to Head Teacher [illegible] please).

ESSEX
HOCKERILL SCHOOL
(New School; Roll 380)
Bishop's Stortford
Telephone: Fyfield 307 [illegible]
HEAD of ENGLISH [illegible] required September in [illegible] Boarding School for boys [illegible] (11 to 16 years).
Free accommodation, [illegible] and laundry in term [illegible] ance of £717 per annum for [illegible] ing duties. Fringe allowance [illegible]
Curriculum vitae and [illegible] referees to Headmaster, [illegible] Secondary Boarding School [illegible] near Ongar, Essex (s.a.e.) [illegible]

HERTFORDSHIRE
HERONSWOOD SCHOOL
Welwyn Garden City
(11 to 18: co-educational; [illegible] roll)
Wanted for September [illegible] ability school in up-to-date [illegible] ings on a 15-acre site [illegible] open country and yet [illegible] minute rail connection [illegible] London: a HEAD of DEPARTMENT of ENGLISH
This department has a distinguished record of success [illegible] pupils at all levels [illegible] retirement of Mr. J. A. T. [illegible] we are seeking an [illegible] teacher, leader and [illegible] succeed him. A Scale [illegible] position is available.
Further details of the [illegible] will be sent on receipt of a [illegible] Outer London Fringe [illegible]
Apply to Headmaster [illegible] giving full details, extra-[illegible] interests, names of two [illegible] who know you as a [illegible] telephone number.

OXFORDSHIRE
COUNTY COUNCIL
COWLEY ST. JOHN C. [illegible] (AIDED) SCHOOL, [illegible]
Cricket Road, Oxford. OX4 [illegible]
(830 boys and girls: 11 to [illegible] years)

Required for September [illegible] a HEAD of ENGLISH [illegible] qualified in teaching [illegible] including "A" [illegible] cants should be [illegible] experienced in language [illegible] to help lead a faculty [illegible] and develop the [illegible] potential of all pupils in [illegible] Christian Upper School [illegible]
Further details and [illegible] tion form obtainable [illegible] quest (s.a.e. please) [illegible] the Head Teacher.

SECONDARY
English
continued

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
[illegible] COMPREHENSIVE SCHOOL
(11 to 18 mixed: approximately [illegible] on roll 100 in Sixth Form)
Required for September 1980: HEAD of ENGLISH (Senior Teacher Scale) to develop English to Advanced level and the school's Language Policies.
Closing date: 9th March 1980.
Application forms available from the Principal Appointments Officer, Council Offices, Grove Road, Moorgate, Rotherham. S60 2ES. Telephone: Rotherham 63211, ext. 26.
B. W. Ellis Director of Personnel Resources.

Other Posts on Scale 2 and above

BERKSHIRE
[illegible] FARINGDON R.C. COMPREHENSIVE SCHOOL
Fawley Road, Reading.
N O R 830
Required September, 1980, or sooner if possible, TEACHER of ENGLISH (Scale 1 or 2 for suitable applicant). To teach across the age and ability range to G.C.E. "O" Level and C.S.E.
Letter of application giving names and address of two referees to Headmistress (S.A.E.). Closing date March 10th.

CAMBRIDGESHIRE
MARCH AREA
THE QUEEN'S BOYS' SCHOOL
(11-16 Comprehensive)
Corporation Road, Wisbech, Cambs.
PE13 2SE
Telephone: Wisbech 5237
(Group 10)
(Roll 1,050)
Required for September, 1980, or earlier if possible: an ASSISTANT TEACHER of ENGLISH (Scale 2) for the Upper part of the school. Examination work up to "O" level will be available.
Please apply by letter enclosing curriculum vitae and the names and addresses of two referees direct to the Head Teacher, Mr. W. A. Riseld, at the above address by 7th March, 1980.

DORSET
CORFE HILLS SCHOOL
Corfe Mullen, Wimborne
(Group 10 Co-educational)
Required September, 1980, a DEPUTY HEAD of ENGLISH, Scale 2 to be responsible to the Head of English for all work within the English section. This Comprehensive School opened in 1976 and will have approximately 1,150 pupils (12+ to 17+) on roll in September. The School will continue to grow until it reaches its planned size of 1,250 pupils, including the sixth form. Assistance with removal and legal expenses.
Further details and application forms available from the school on receipt of S.A.E.

Scale 1 Posts

AVON COUNTY
HANHAM HIGH SCHOOL
Memorial Road, Hanham
Bristol BS15 3LA
(Co-educational: Six Form Entry)
Required from September, TEACHER of ENGLISH to share in the teaching and planning of English throughout the school. Willingness to help with the Library an advantage. Scale 1 post.
Letters of application, returnable to the Headmaster immediately, should contain a brief summary of the candidate's approach to the teaching of their subject, pastoral care, grouping of pupils and discipline, with curriculum vitae and names of two referees. S.A.E. for further details.
Quote 619-15.2.80.

BEDFORDSHIRE
SOUTHERN AREA
MANSHEAD UPPER SCHOOL
Dunstable Road, Caddington
Beds
Headmaster:
Mr. L. P. Hanfield, J.P., M.A.
Required for Summer Term only: Temporary TEACHER of ENGLISH to C.S.E., "O" level and C.E.E.
Manshead is a voluntary controlled C. of E. 13 to 18 mixed Comprehensive Upper School in purpose-designed buildings on the southern edge of Dunstable.
Further details and application forms obtainable from and returnable to the Headmaster (s.a.e., please).

BERKSHIRE
ST. CRISPIN'S SCHOOL
London Road, Wokingham
(Number on roll: 930)
Required for September, 1980, or earlier if possible, GRADUATE TEACHER of ENGLISH (Scale 1), to take the subject to C.S.E. standard initially, but with prospects of "A" level teaching later.
There are five staff in the department. Application forms and further details from the Headmaster (S.A.E.). Closing date March 3rd.

BERKSHIRE
THE WINDSOR BOYS' SCHOOL
1 Maidenhead Road
Windsor, SL4 5EH
(N.O.R. 815)
Required for September 1980: GRADUATE to teach ENGLISH (Scale 1) throughout the school. The school has 800 boys and is in the third year of transition from Grammar to Comprehensive. There is a large Sixth Form, and 30 boys are currently studying English at Advanced level. Please state subsidiary subject. Willingness and ability to help with extra-curricular activities would be an advantage.
London Fringe Allowance (£189 per annum). Lodging Allowance and removal expenses schemes in operation.
Applications to the Headmaster by letter, enclosing names of two referees (s.a.e.). Closing date: 10th March.

[illegible]ENT
(London Borough of)
[illegible] HIGH (MIXED) SCHOOL
[illegible] Street, NW10
Headmaster: Mr M. R. H. Piercy, B A
Comprehensive, 11-18 school, six-form entry (Roll 937). Serving a multi-ethnic area of Neasden and [illegible]. School opened in 1973 [illegible] buildings completed in 1978. [illegible] excellent facilities. The school is "traditional" in its ethos and organisation.
Required from Easter or earlier: TEACHER of ENGLISH (Scale 1) to take classes across the ability range, in the first instance mainly in Years 1-3, but with the prospect of C.S.E., "O" level and "A" level classes later, according to [illegible].
Probationary teacher will follow a reduced time-table and will be supported by an established induction scheme.
London Allowance of £609 per annum is payable and there is a [illegible] scheme for assistance with removal expenses including legal fees, etc., [illegible] and lodging allowances.
Candidates should apply by letter to the Head of the School within [illegible] days, giving age, present [illegible] qualifications, experience and referees, enclosing S.A.E. for reply.

CAMBRIDGE
ST. MARY'S CONVENT
Bateman Street, CB2 1LY
Grammar School
(500 girls, 11 to 18, 100 in Sixth Form)
Required for September, 1980—GRADUATE TEACHER of ENGLISH to teach throughout the school to "A" level and beyond. Burnham Scale according to qualifications and experience.
Applications, including curriculum vitae and the names of two referees, to the Headmistress.

CORNWALL
EDUCATION COMMITTEE
NEWQUAY TRETHERRAS SCHOOL
Trevenson Road,
Newquay, TR7 3BH.
Group No: 12
Number on Roll: 1,580
Sixth Form of: 150
Headmaster: Mr J. A. Gerber, M.A.
ENGLISH—Scale 1.
Required in September 1980, a TEACHER for ENGLISH throughout the school including "O"/C.S.E. sets.
Application forms further details from Headmaster on receipt of S.A.E.

CUMBRIA
COUNTY COUNCIL
ST. BENEDICT'S R.C. HIGH SCHOOL
Red Lonning Whitehaven
Voluntary Aided, mixed comprehensive, 11 to 18 years: estimated number on roll September, 1980, 940.
Required for September, 1980 a SPECIALIST TEACHER of ENGLISH for this developing school whose first comprehensive intake will enter fourth year in 1980, to share in the teaching of pupils of all levels of ability. Scale 1.
Application forms and further details from the Head.

DORSET
CORFE HILLS SCHOOL
Corfe Mullen, Wimborne
(Group 10 Co-educational)
Required September, 1980, a TEACHER of ENGLISH, Scale 1. This Comprehensive School opened in 1976 and will have approximately 1,150 pupils (12+ to 17+) on roll in September. The School will continue to grow until it reaches its planned size of 1,250 pupils including the sixth form. Assistance with removal and legal expenses.
Further details and application forms available from the school on receipt of S.A.E.

DURHAM
COUNTY COUNCIL
STANLEY COMPREHENSIVE SCHOOL
1,066 on Roll: 11-18 years
ENGLISH. Salary Scale 1. Well qualified TEACHER required for April, 1980, or as soon as possible thereafter, with ability to teach up to and including G.C.E. "O" level.

Stamped addressed envelope for application form and further details to Area Education Office, Durham Road, Blackhill, Consett, co Durham.

Closing date for receipt of applications, 3rd March, 1980.

HAVERING
(London Borough of)
CHAFFORD SCHOOL (Roll 980: Co-educational)
Lambs Lane, Rainham, Essex
Temporary TEACHER of ENGLISH Scale 1, during maternity leave.
For further details see our display advertisement under SECONDARY Vacancies.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

GRAVESHAM DIVISION

NORTHFLEET SCHOOL FOR GIRLS
Hall Road, Northfleet, Kent
Roll: 1,000
Required as soon as possible, a TEACHER of ENGLISH and DRAMA, in this Thames-side High School in a pleasant residential area.
Apply by letter to the Headmistress, giving full curriculum vitae and the names and addresses of two referees. S.A.E., please.

SWALE DIVISION

WESTLANDS HIGH SCHOOL
Sittingbourne
Required for Summer Term, TEACHER of DRAMA and ENGLISH Scale 1 post.
Applications together with the names and addresses of two referees to the Headmaster as soon as possible.

SITTINGBOURNE, ST. JOHN'S HIGH SCHOOL FOR BOYS
Swanstree Avenue, Sittingbourne
Scale 1 TEACHER required for ENGLISH in this boys' high school for 11-16 year olds.
This is a Newsom school offering opportunities for extended school day work for which appropriate fees are payable.
Letters of application to the Headmaster at the school together with the names and addresses of two referees as soon as possible.

DOVER DIVISION

SANDWICH SECONDARY SCHOOL
Dover Road, Sandwich
Group 10 (814 mixed)
Required to commence duty in March, 1980, a temporary TEACHER for First Year Forms to teach 26 periods of ENGLISH and 10 periods of MUSIC. Scale 1 post.
Letters of application to the Headmaster at the school enclosing full curriculum vitae and the names and addresses of two referees.

HARINGEY
(Borough of)
THE WILLIAM FORSTER SCHOOL
Langham Road, N15 3RB
Comprehensive Mixed (11-18) School, 1,220 on Roll
Required from April, 1980: TWO TEACHERS of ENGLISH.
One post is permanent and the other temporary for one term. First appointment applicants would be considered for either post.
Please apply by letter in the first instance, enclosing a curriculum vitae and the names and addresses of two referees, to the Headmaster.
London Allowance (£609) payable.
Chief Education Officer, Education Offices, Somerset Road N17 9EH.

HEREFORD AND WORCESTER
COUNTY COUNCIL
SOUTH BROMSGROVE HIGH SCHOOL
Charford Road, Bromsgrove
Worcestershire B60 3NL
(13-18, Ten-form Entry Mixed Comprehensive School 990 on Roll)
Required for 1st September, 1980, a well-qualified Graduate TEACHER of ENGLISH (Scale 1) to share in the teaching of this subject in a popular and successful department.
Application forms and further details can be obtained from the Head on receipt of a foolscap S.A.E.

HERTFORDSHIRE
ST. MICHAEL'S R.C. SCHOOL
High Elms Lane, Garston,
Watford

Required September, GRADUATE (preferably Roman Catholic) to teach ENGLISH throughout the school in a department where C.S.E., "O" and "A" level courses are well established.
Scale 1 plus London Fringe Allowance.
Apply to Headmistress giving details of experience and names of two referees.

HERTFORDSHIRE
PARMITER'S SCHOOL
High Elms Lane
Garston, Watford

Voluntary Aided; mixed, 8 form entry; all ability
Founded 1681

Required September, ENGLISH Graduate to TEACH up to "O" and "A" levels.
Scale 1 plus London fringe allowance.
Parmiter's School is carrying out a phased move from London where it is at present a boys' Grammar School. The new Hertfordshire school is building by 150 pupils per annum and will have years 1 to 5 only in 1980-81. Final roll will be c. 850-900.
Apply to Headmaster giving curriculum vitae and details of two referees.

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
HOWDEN SCHOOL
Derwent Road, Howden, Goole, North Humberside
Required for April, 1980, a TEACHER of ENGLISH across the age and ability range in the developing 11 to 18 comprehensive school.
An interest in Drama and/or library work would be an advantage, as would a willingness to contribute to out-of-school activities.
A temporary appointment for the Summer Term only would be considered.
Application forms are available from the Headmaster at the school, to whom completed forms should be returned by 3rd March, 1980.

LINCOLNSHIRE
BRANSTON SCHOOL AND COMMUNITY COLLEGE
(Roll 1,260)

Required from September 1980: TEACHER of ENGLISH, to teach throughout the school. Examination work at "A", "O" and C.S.E. is available for a suitable applicant. The school is 11 to 18 mixed Comprehensive situated in a pleasant residential area four miles from Lincoln. All staff are expected to play a full part in the pastoral side of school life.
Burnham Scale 1 (£3,231 to £5,082) plus £72 per annum supplement.
Application forms and further details, on receipt of a s.a.e., from the Principal at the school, Station Road, Branston, Lincoln, LN4 1LH, to whom they should be returned not later than 12th March 1980.

NEWCASTLE upon Tyne
DAME ALLAN'S GIRLS' SCHOOL
Fowberry Crescent, Fenham,
Newcastle upon Tyne, NE4 9YJ
(Direct Grant/Independent; 480 girls; Sixth Form 120)
Required for September 1980: Good Honours ENGLISH GRADUATE to share in the teaching of ENGLISH throughout the school. Ability to teach to G.C.E. Advanced and Oxford and Cambridge Entrance levels essential. Willingness to help with Drama an asset.
Scale 1 or Scale 2 Burnham.
Apply immediately to the Headmistress with full details of curriculum vitae, testimonials and the names and addresses of two referees.

NORTH YORKSHIRE
COUNTY COUNCIL
STOKESLEY SCHOOL
Station Road, Stokesley
Middlesbrough TS9 5AL
Required from September, 1980, a TEACHER of ENGLISH (Scale 1) for this 11 to 18 mixed comprehensive school (Roll 1,320), pleasantly situated on the edge of the North Yorkshire Moors.
Further details (s.a.e., please) are available from the Headmaster, to whom application forms should be submitted as soon as possible.

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
SWINTON COMPREHENSIVE SCHOOL
(11 to 18 Mixed. Approximately 1,621 on roll; 138 in Sixth Form)
Required for September, 1980, ASSISTANT TEACHER, Scale 1, to join active Department and teach up to "O" level with possibility of Sixth Form work. An interest in subject related extra-curricular activities would be an advantage.
Closing date: 9th March, 1980.
Application forms available from the Principal Appointments Officer, Council Offices, Grove Road, Moorgate, Rotherham S60 2ES. Telephone: Rotherham 63211, extn. 26.
B. W. Ellis, Director of Personnel Resources.

STAFFORDSHIRE
EDUCATION COMMITTEE
NORTON CANES COMPREHENSIVE SCHOOL
Burntwood Road, Norton Canes, Cannock
Required for 1st September, 1980, qualified ENGLISH TEACHER (Scale 1) to work with three other specialised English staff, taking the subject to public examination level of the G.C.E. "O" level and C.S.E.
This post is suitable for a newly qualified entrant.
Application forms and further particulars obtainable from and returnable to the Head Teacher (S.A.E.).

WEST SUSSEX
NORTH EASTERN AREA
SACKVILLE SCHOOL
Lewes Road, East Grinstead
Sussex
Mixed, 11-18 Comprehensive School, 1,580 on Roll.
Scale 1, TEACHER of ENGLISH, to teach required September throughout the school.
Form and particulars from Headmaster on receipt of S.A.E.

WILTSHIRE
HIGHBURY SCHOOL
Laverstock, Salisbury. SP1 1RE.
Temporary replacement for ENGLISH TEACHER required for Easter to join strong, well-organised department of specialists. Possibility of permanent appointment for suitable candidate. Willingness to help with school library an advantage.
Please write, giving full details, directly to Mr. W. Reilly, B.Sc., Headmaster.

WILTSHIRE
DAUNTSEY'S SCHOOL
West Lavington, near Devizes
(H.M.C.: Direct Grant remaining Independent, Co-educational Sixth Form College for the neighbouring 11 to 16 Lavington Comprehensive School, 525 pupils, 200 post-"O" level)
Required for September 1980: GRADUATE to teach ENGLISH throughout the school.
Salary above Burnham.
Send curriculum vitae and the names of two referees as soon as possible to the Headmaster, from whom further details of the post may be obtained.

WORCESTERSHIRE
MALVERN GIRLS' COLLEGE
Independent Boarding School for 600 Girls. Sixth Form of 150.
Required in September, 1980, Honours GRADUATE, in a Department of five to share in the teaching of ENGLISH throughout the school to University Entrance. The department is a busy one and a lively and scholarly person is required. Salary is Burnham with Government Superannuation Scale One.
Applications to the Headmistress with copies of testimonials if available and names and addresses of two referees.

Geography

Heads of Department

BARNSLEY
METROPOLITAN BOROUGH COUNCIL
HONEYWELL SCHOOL
Honeywell Lane, Barnsley
(11-16 Mixed Comprehensive)
750 on roll
Headteacher: Mr. T. E. Jones, B.A.
Required for September 1980,
TEACHER for HEAD of GEOGRAPHY (Scale 3)
Geography is a strong examination subject in the school and applicants should have a keen interest in fieldwork.
Apply by letter giving curriculum vitae and names of two referees to the Headteacher.

DONCASTER
ARMTHORPE COMPREHENSIVE SCHOOL
Mere Lane, Armthorpe, Doncaster
DN3 2DA
Doncaster 831582
Required for April or September, 1980, HONOURS GRADUATE to be HEAD of the GEOGRAPHY DEPARTMENT (Scale 4).
All pupils take the subject for the first three years, after which it is offered as an examination option to C.S.E., "O" and "A" levels and as a non-examination subject to less able pupils.
Some Geology is taught to "O" and "A" levels, but candidates need not offer this subject.
The department has an outstanding record of success in public examinations and Geography is a very popular choice.
The present holder of the post has been appointed to a Deputy Headship in another comprehensive school.
Letters of application, with full curriculum vitae and naming two referees, should be sent as soon as possible to the Headmaster at the school. Telephone inquiries welcome.
Closing date: 7th March 1980.

LINCOLNSHIRE
HEAD OF DEPARTMENT
BRANSTON SCHOOL AND COMMUNITY COLLEGE

Burnham Scale 3, £4,090-£6,405 plus £72 p.a. Supplement

N.O.R. 1260

Required for September 1980, HEAD of GEOGRAPHY to be responsible for the subject throughout the school. A lively, forward looking teacher is sought to administer well established "A", "O" (Cambridge Alternative Syllabus) CSE and CYSL courses.
The school is 11-18 mixed Comprehensive, situated in a pleasant residential area four miles from Lincoln. All staff are expected to play a full part in the pastoral side of school life.
Application forms and further details, on receipt of a S.A.E., from the Principal at the School, Station Road, Branston, Lincoln LN4 1LH, to whom they should be returned not later than 12th March 1980.

Other Posts on Scale 2 and above

SANDWELL
(Metropolitan Borough of)
WOOD GREEN HIGH SCHOOL
(11-18 Comprehensive)
Required for September, 1980:
HEAD OF GEOGRAPHY
Scale 4

Department of 5 staff with C.S.E. Mode 1, Mode 3, "O" and "A" level courses and Mode 3 Geology. Strong emphasis on field work.
Application forms and further details available from and returnable immediately to Head Teacher, Wood Green Road, Wednesbury, West Midlands.

WIMBLEDON
KING'S COLLEGE SCHOOL
Required for September 1980, A GRADUATE to teach GEOGRAPHY at all levels from 13 to University Scholarship; would suit someone still in training or already in first post. Ability to coach rowing an advantage, though not essential. Salary will depend on qualifications and experience, but will be not less than Burnham Scale 2.
Applications, with curriculum vitae and the names of two referees, to the Head Master, King's College School, Wimbledon Common, SW19 4TT.

Scale 1 Posts

AVON COUNTY
NAILSEA SCHOOL
Mizzymead Road, Nailsea
Bristol BS19 2HN
Required from September, or sooner if possible: Graduate TEACHER of GEOGRAPHY to teach the subject to C.S.E., "O" and "A" levels in a department of five staff.
Application by letter to the Head immediately with curriculum vitae and names of two referees.
Quote 278-21.11.79.

BEDFORDSHIRE
SOUTHERN AREA
HOUGHTON REGIS UPPER SCHOOL
Parkside Drive, Houghton Regis, Beds
Headmaster Mr. A. G. Elder, B.A.

Required as soon as possible to cover the work of a teacher on maternity leave, TEACHER of GEOGRAPHY to teach classes for third year (13 plus) to fifth year including C.S.E. and "O" levels work. Interest in field work an advantage.
Further details and application forms obtainable from and returnable to the Headmaster, (S.A.E., please.)

BERKSHIRE
NEWLANDS SCHOOL
Farm Road, Maidenhead SL6 5JB
Number on Roll: 1,160 Girls Comprehensive
Required for September
HONOURS GRADUATE in GEOGRAPHY (Scale 1)
A TEACHER to share in the work of the Geography Department up to Advanced level. Geology is also taught in the Department so a candidate who can contribute in this subject would be particularly welcome.
Initial applications by letter with full curriculum vitae to the Headmistress (S.A.E.). Closing date March 10.

CAMBRIDGESHIRE
HUNTINGDON AREA
RAMSEY ABBEY SCHOOL
Ramsey, Huntingdon, Cambs.
Tel. Ramsey 813285
(Voluntary Controlled Mixed Comprehensive 800 on roll, 14 to 18 age range)
Required for September, a GEOGRAPHY GRADUATE (Scale 1) to teach to "A" level standard.
This vacancy would suit a newly qualified teacher.
Application forms and further details from the Headmaster, returnable by 7 March.

CROYDON
(London Borough of)
PURLEY BOYS' HIGH
Placehouse Lane, Old Coulsdon
CR3 1YA
Telephone: 71 6117/9
Tenable: As soon as possible
Required for Summer Term. GRADUATE to teach GEOGRAPHY in this 14 to 18 school for boys with a Sixth Form of approximately 280 pupils. An interest in Human Geography for the New London A-level syllabus would be an advantage. In addition to C.S.E. and "O" level a large number of boys take the subject to "A" level. The school owns a mountain centre in Snowdonia which is used for Field Studies work and the post offers scope for a wide range of interests and extra-curricular activities. It would be suitable for a new entrant to the profession or a qualified and experienced graduate for whom a scale post would be available.
Salary: Burnham Scale with London area allowance.
Reasonable removal expenses will be reimbursed (details on request). Please send S.A.E. for application form (or S.T.A.F.) from and returnable to the Head Teacher at the above address as soon as possible.

HERTFORDSHIRE
WATFORD GRAMMAR SCHOOL
(1,000 boys: 300 in Sixth Form) GEOGRAPHY GRADUATE required for September (or April if available), well-qualified to teach throughout the school. Interest in field studies and outdoor activities or Scout Group would be a strong qualification. London fringe allowance payable and very pleasant conditions on edge of open country.
Apply to Headmaster, The Grammar School, Watford WD1 7JF, giving full details of qualifications and interests, together with the names of two referees.

HERTFORDSHIRE
COUNTY COUNCIL
DACORUM DIVISION
HEMEL HEMPSTEAD SCHOOL
Heath Lane, Hemel Hempstead
(900 mixed, 150 in VIth Form)
Graduate GEOGRAPHY TEACHER needed in September, 1980, to work at all levels up to and including Oxbridge entrance and award standard. The successful candidate will be expected to work to a high academic standard and play a full part as one of a team of four graduate geographers in preparing resource material and organising field work.
Please apply to the Headmaster (no forms) from whom a prospectus and further information about the post may be obtained.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

THANET DIVISION

CHATHAM HOUSE GRAMMAR SCHOOL FOR BOYS
Ramsgate
750 boys, including Sixth Form 195
Headmaster:
B. C. Drury, M.A., M.Ed.
Scale 1 GEOGRAPHER
Required for September, well qualified GRADUATE to teach throughout the school including Sixth Form, Geography and, ideally, some Mathematics. Alternatively, the post could be for Mathematics with a little Geography. Both Departments have strong academic records.
Further details of school available from the Headmaster to whom applications with curriculum vitae and names and addresses of two referees should be sent as soon as possible.

History

Heads of Department

BEDFORDSHIRE
NORTHERN AREA
JOHN HOWARD UPPER SCHOOL
Biddenham Turn, Bedford
Headmaster, Mr. R. Grace
HEAD OF HISTORY
Scale 3

Required for September, 1980 for this new, mixed 13 to 18, 1,000-place comprehensive school which opened in new buildings in September, 1979.
A HISTORIAN with a modern approach is looked for to build a strong department within the Humanities Faculty. The core curriculum includes choice within Humanities subjects and History is also offered in options.
The permanent History base will consist of suited well-equipped rooms in the Humanities block which is now in the course of construction.
Application forms and further details available from the Headmaster at the school.

HARINGEY
(Borough of)
ST. THOMAS MORE SCHOOL,
Glendale Avenue, Wood Green,
London N22
Telephone number: 888 7124
(Number on roll 1,000 boys and girls)
HEAD OF HISTORY (Scale 3)—available from 1st September, 1980.
Applications are invited from suitably qualified and experienced teachers for the above post. The Department offers courses to all levels. An enthusiastic teacher is sought for this challenging position.
London allowance (£609) payable.
Removal expenses, 100 per cent allowed in approved cases.
Forms of application (S.A.E.) available from the undersigned to be returned to the Head of the school as soon as possible.
Chief Education Officer, Education Offices, Somerset Road, N17 9EH.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
THE ARCHBISHOP'S VOLUNTARY AIDED CHURCH OF ENGLAND SECONDARY SCHOOL
St. Stephen's Hill, Canterbury
(Mixed—500)
Required for September, a HEAD of HISTORY (Scale 2 or 3 for suitably experienced applicant).
Courses leading to C.S.E. and G.C.E. "O" level. Applicants with commitment to Christian worship preferred.
Further details and application forms are available from the Headmaster on receipt of a S.A.E.

LONDON, W6
SACRED HEART HIGH SCHOOL
212 Hammersmith Road
(Roman Catholic Girls Secondary School
Roll 800)
Required for September, 1980: HEAD of HISTORY DEPARTMENT. Experience at "A" and "O" level Modern History essential. Roman Catholic preferred. The school which has a strong academic tradition took its first comprehensive intake in 1977. Grade 4/5 post.
Apply in the first instance, with curriculum vitae and the names and addresses of two referees, to the Headmistress at the above address. Closing date for applications, 3rd March, 1980.

Other Posts on Scale 2 and above

REDBRIDGE
(London Borough of)
WOODFORD COUNTY HIGH SCHOOL
High Road, Woodford Green, Essex
Required for Summer term 1980 only: a HISTORY GRADUATE to teach HISTORY throughout the school. Please see "History Scale 1" for further details.

Scale 1 Posts

AVON COUNTY
HANHAM HIGH SCHOOL
Memorial Road, Hanham, Bristol
BS15 3LA
(Coeducational, six-form entry)
Required from September, TEACHER of HISTORY to join Humanities Faculty. To contribute to integrated Humanities Course in Years 1 and 2 and to teach the Schools Council History Project and C.S.E. in Years 4 to 5. Scale 1 post.
Letters of application, returnable to the Headmaster immediately, should contain a brief summary of the candidate's approach to the teaching of their subject, pastoral care, grouping of pupils and discipline, with curriculum vitae and names of two referees. S.A.E. for further details.
Quote 622-15.2.80.

BERKSHIRE
THE WINDSOR BOYS' SCHOOL,
1 Maidenhead Road,
Windsor SL4 5EH.
N.O.R. 815.
Required for September 1980 GRADUATE to TEACH HISTORY throughout the school up to and including "A" level (Scale 1).
The school has 800 boys and is in the third year of transition from Grammar to Comprehensive. There is a large Sixth Form, and 40 boys are currently studying History at Advanced level. Please state subsidiary subject. Willingness and ability to help with extra-curricular activities would be an advantage.
London Fringe Allowance £189 p.a. Lodging Allowance and removal expenses schemes in operation.
Applications to the Headmaster by letter, enclosing names of two referees (S.A.E.). Closing date March 10.

CORNWALL
EDUCATION COMMITTEE
HUMPHRY DAVY SCHOOL,
St Clare Street,
Penzance, TR18 2SA.
11-16 Mixed Comprehensive
Headmistress: Mrs M. P. Byrne, B.Sc.
HISTORY—Scale 1.
Required for September 1980 for One Year Only, Temporary TEACHER of HISTORY.
Application forms and further details from Mrs. M. P. Byrne, B.Sc., Headmistress. Closing Date for Applications: as soon as possible.

ENFIELD
(London Borough of)
AMBROSE FLEMING SCHOOL
The Ride, Enfield, Middlesex
EN3 7DS
(Roll 1,340)
Required from 2nd June or September, 1980, a TEACHER of HISTORY to teach the subject throughout the school (Scale 1).
London allowance payable £408 per annum.
Consideration given to generous assistance with removal and relocation costs, temporary housing and two homes allowance.
Application forms (stamped addressed foolscap envelope) obtainable from the Head Teacher, to whom they should be returned as soon as possible.

HARINGEY
(Borough of)
THE WILLIAM FORSTER SCHOOL
Langham Road, N15 3RB
Comprehensive mixed (11 to 18) School
(1,208 on roll)
Required from April, 1980, for one term:
TEACHER OF HISTORY
First appointment applicants would be considered.
Please apply by letter in the first instance, enclosing a curriculum vitae and the names and addresses of two referees, to the Headmaster.
London allowance (£609) payable.

SECONDARY
History
continued

HARROW
EDUCATION COMMITTEE
[illegible] HIGH SCHOOL,
[illegible] Road, Pinner, Middlesex
HA5 [illegible]
Telephone: 01-866 [illegible]

Temporary HISTORY TEACHER required for the Summer term only to teach the subject to all levels of ability including C.S.E. and G.C.E. "O" level. Vacancy due to promotion.

Application forms from and to be returned to the Headteacher by March 7.

Please enclose stamped addressed envelope.

HARROW
EDUCATION COMMITTEE
CANONS HIGH SCHOOL
Shaldon Road, Edgware HA8 6AN
Telephone: 01-952 1614

Required from April, 1980 in this 8 form entry mixed comprehensive school for pupils aged 12 plus to 16 plus a TEACHER of HISTORY and SOCIAL STUDIES/SOCIOLOGY. Both subjects to C.S.E. and "O" level. Scale 1 post. Interest/experience in Schools' Council Courses and in contemporary History an advantage.

Apply by letter direct to the Headmaster at the School by whom further details will be supplied. Please enclose S.A.E. Interviews will be held on February 29.

NORTH YORKSHIRE
COUNTY COUNCIL
STOKESLEY SCHOOL
Station Road, Stokesley,
Middlesbrough TS9 5AL
(11 to 18 Mixed Comprehensive School, pleasantly situated on the edge of the North Yorkshire Moors)
(Roll 1,320)

Required from September, 1980, a TEACHER of HISTORY, Scale 1. An ability to take a second subject, ideally English or Religious Education would be an advantage.

Further details (S.A.E. please) are available from the Headmaster to whom application forms should be submitted as soon as possible.

REDBRIDGE
(London Borough of)
WOODFORD COUNTY HIGH SCHOOL
High Road, Woodford Green, Essex
Telephone: 01-504 0611
Head: Miss J. E. Batchell, M.A.

Required for Summer term 1980, only, during the secondment of the existing post holder in this academic girls' Grammar School: a HISTORY GRADUATE to teach HISTORY throughout the school from the First Forms to "A" level entry, if possible, with two other full-time members of staff. Scale 1 post. A graded Scale 2, 3 or 4 post could be available for a suitable applicant.

Outer London allowance payable.

Please apply immediately to the Headmistress at the school by letter giving details of education and qualifications and the names of two referees. The necessary forms and further details will then be sent.

Humanities

Scale 1 Posts

REDBRIDGE
(London Borough of)
MAYFIELD HIGH SCHOOL,
Mayfield Road, Dagenham, Essex.
Telephone: 01-590 5211.
Head: D. T. Jones, B.Sc.

Required for the Summer Term 1980 a suitably qualified TEACHER of HUMANITIES in the Lower School and of Social Studies in the Upper School.

Apply by letter to the Head at the school (which is an 11-18 school, comprehensive since 1977) giving details of age, qualifications, experience and any other relevant information as soon as possible.

Mathematics

Heads of Department

AVON COUNTY
LAWRENCE WESTON SCHOOL,
[illegible] Acres, Lawrence Weston
Bristol BS11 0QA

Required from September, HEAD of MATHEMATICS. Scale 4 post.

Application by letter to the Head immediately with curriculum vitae and names of two referees. Further details on request.

Quote 575-25.1.80.

BRENT
(London Borough of)
NEASDEN HIGH (MIXED) SCHOOL
Quainton Street, NW10
Headmaster: Mr M. R. R. Piercy, B.A.

Comprehensive, 11 to 18 school, six forms of entry (Roll [illegible]). Serving a multi-ethnic area of Neasden and Wembley. School opened in 1975 and buildings completed in 1978, offer excellent facilities. The School is "traditional" in its ethos and organization.

Required from September: HEAD of MATHEMATICS (Scale 4). This major department prepares candidates for "A" level in Mathematics, "A" level Computer Science, "O" level and C.S.E. in both Mathematics and Statistics and for C.S.E. Arithmetic; as the sixth form grows it is expected that the work of the department will expand to include additional "A" level subjects and City and Guilds courses. The main emphasis is on "traditional" mathematics at present in Years 1-3. An experienced candidate is sought able to provide strong leadership and ready to offer guidance to junior colleagues. Application forms (S.A.E.) from Director of Education, P.O. Box 1, Chesterfield House, 9 Park Lane, Wembley, HA9 7RW, return- [illegible]

CAMBRIDGESHIRE
MARCH AREA
THE QUEEN'S [illegible] SCHOOL,
Corporation Road, Wisbech,
Cambridgeshire PE13 2SE.
Tel.: Wisbech [illegible]
Head Teacher: Mr W. A. [illegible]
(11-18 Comprehensive)
Group 10
(Roll 1,050)

Required for September, 1980: HEAD of MATHEMATICS—Scale 4.

Applications are invited from suitably qualified teachers to run this large well established department. The subject is taught to C.S.E. and G.C.E. "O" level standard. Candidates should be experienced in both traditional and modern mathematics. An interest in Statistics and micro-processors would be an advantage.

For further details and application form send S.A.E. to the school immediately. Completed application forms should be returned within 14 days of the appearance of this advertisement.

COVENTRY (City of)
FINHAM PARK MIXED COMPREHENSIVE SCHOOL
Green Lane, CV3 6LA.
(1,537 on roll)

Required September, 1980, HEAD OF MATHEMATICS AND COMPUTER SCIENCE (Senior Teacher Scale), duties to include curriculum development and assistance in school timetabling.

S.M.P. Mathematics taught throughout the school, including "A" level Mathematics and Further Mathematics. Knowledge of Oxbridge Scholarship requirements essential. The school has pioneered the use of computers in schools within the city; has an R.M.L. 380Z with disks, as well as on-line link to the Polytechnic's I.C.L. 1903S.

Apply by letter giving full details (age, qualifications, experience) and names and addresses of two educational referees to the Head at the school.

Canvassing disqualifies. Closing date 3rd March, 1980.

ESSEX
DOWSETT COUNTY HIGH SCHOOL FOR GIRLS
(Roll: 667)
Southchurch Boulevard,
Southend-on-Sea
Telephone: Southend-on-Sea 586123
HEAD of MATHEMATICS DEPT.
(Scale 4)

Well qualified experienced TEACHER. C.S.E. and "O" level examinations required.

Curriculum vitae and names of referees to the Headteacher (foolscap S.A.E. please).

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
THE ARCHBISHOP'S VOLUNTARY AIDED CHURCH OF ENGLAND SECONDARY SCHOOL
St. Stephen's Hill, Canterbury.
(Mixed: 680)

Required for September, a HEAD of MATHEMATICS with a minor responsibility for pastoral care (Scale 4). Courses to C.S.E. & G.C.E. "O" Level.

Further details and application forms are available from the Headmaster on receipt of an S.A.E.

SHROPSHIRE
EDUCATION COMMITTEE
THE UPPER SCHOOL
Stirchley, District Centre,
Stirchley, Telford.
HEAD of COMPUTER STUDIES—Scale 3.

Required for September, in this well equipped new school, interest in applications of the computer in other subjects important as well as ability to teach CSE and "O" and "A" Level Computer Studies within a Social Studies Faculty.

Further details and application forms from the Headmaster (S.A.E.).

WILTSHIRE
SOUTH WILTS GRAMMAR SCHOOL
Salisbury
(885 pupils: Sixth Form 240)

Required for September, 1980, HEAD of MATHEMATICS DEPARTMENT. Applicants should be trained and experienced good honours graduates capable of teaching to Oxbridge entrance standard, directing the work of a key department and making a significant contribution to the life of the school. Scale IV.

Re-advertisement. Previous applicants will still be considered.

Please apply to the Headmistress giving full details of qualifications and experience and the names of two referees.

Other Posts on Scale 2 and above

BEDFORDSHIRE
SOUTHERN AREA
QUEENSBURY UPPER SCHOOL
Langdale Road, Dunstable
Bedfordshire
Headmistress:
Miss C. N. Scott, B.A., J.P.
(Number on roll, September 1980, 1,050 boys and girls 13 to 18)
(Scale 3)

Required in September, 1980, a well-qualified and experienced GRADUATE to take charge of COMPUTER STUDIES within a strong Mathematics Department (Scale 3) and to teach Computer Studies and Mathematics up to and including "O", C.S.E. and "A" [illegible]

BROMLEY
(London Borough of)
KENTWOOD SCHOOL FOR BOYS
High Street, Penge SE20 7QR
01-778 [illegible]
(720 boys)

Required for Summer Term, 1980, in this Group 10 boys' Comprehensive School, a TEACHER (Scale 2) to take responsibility for COMPUTER STUDIES within the Mathematics Department. Computer Studies is a well established examination subject and the school has its own Computer Terminal.

Removal and other expenses payable in approved cases.

Applications by letter should be sent as soon as possible to the Head of the school, giving full personal and professional details and the names, status and addresses of two referees (S.A.E. please).

CROYDON
(London Borough of)
FAIRCHILDES HIGH
Fairchildes Avenue,
New Addington, Croydon,
CR0 0AA
Telephone: 664 3387

Well qualified TEACHER of MATHS required from Easter to teach in this 11-16 Comprehensive school. S.M.P. maths is taught throughout the school (a Numeracy Centre has recently been opened to aid the child with problems in arithmetic skills). The department works closely as a team using a Central Resources area. The successful candidate would be expected to teach across the ability range up to "O" Level.

Salary: Burnham Scale. A Scale 3 post is available for a suitable candidate.

London Area Allowance and reasonable removal expenses will be reimbursed (details on request). Please send S.A.E. for application form (or S.T.A.P.) from and returnable to the Head Teacher at the above address as soon as possible.

ESSEX
ST. JOHN'S COMPREHENSIVE SCHOOL
(Group 12)
(Roll: 1,321)
Tower Road, Epping CM16 5EN
Telephone: Epping 73028
ASSISTANT MATHEMATICS TEACHER, Scale 2 required from April or September, 1980. Teaching at all levels available.

Curriculum vitae and names of referees to Headteacher (foolscap S.A.E. please).

HAMPSHIRE
BOHUNT SCHOOL
Liphook
11-16 comprehensive mixed
860 on roll
Designated Community school with [illegible]
5 year [illegible]
1980
MATHEMATICS with COMPUTER SCIENCE.
Curriculum [illegible] to Head [illegible] further details [illegible]

LIVERPOOL
ASSISTANT, Scale 3,
MATHEMATICS
EDGE HILL COUNTY SECONDARY SCHOOL (BOYS)
(S.P. SCHOOL)
Durning Road, Liverpool L7 7PN

Required for Summer Term to teach to "O" level and C.S.E.

Forms available from (S.A.E.) and returnable to the Head Teacher quoting ref. P&M560(h).

Closing date 3rd March, 1980.

SHEFFIELD (City of)
EDUCATION COMMITTEE
CITY SCHOOL
Stradbroke Road, Sheffield 13
11-18 Comprehensive
1,200 on roll
Required for September 1980: a TEACHER of MATHEMATICS, scale 3.

Details of this post will be sent on application by telephone (0742 392671) or letter to the Registrar at the school.

TRAFFORD
(Metropolitan Borough of)
EDUCATION DEPARTMENT
ALTRINCHAM GRAMMAR SCHOOL FOR BOYS
870 boys
Marlborough Road, Bowdon,
Altrincham, Cheshire
061-928-0858
MATHEMATICS.
Required in September, 1980, a GRADUATE TEACHER to teach MATHEMATICS throughout the School, with considerable Sixth Form commitment.

An interest in statistics would be desirable. Scale II post for suitable qualifications and experience, but candidates direct from University are encouraged to apply.

The school is organised on an academic and traditional basis and the successful candidate will be expected to play a full part in out of school activities.

Application forms available from the Head of the school, should be returned as soon as possible.

Scale 1 Posts

AVON COUNTY
BRISLINGTON SCHOOL
Hungerford Road, Bristol BS4 5EY.
Required from 17th April, or 1st September, specialist MATHEMATICS TEACHER. Mixed ability teaching in the first two years involves a scheme based on Nuffield Mathematics. The Upper part of the school is "set" with Mathematics taught to "A" Level. Microcomputer facilities available. Scale 1 post.

Application by letter to the Head immediately with curriculum vitae and names of two referees. Further details on request.

Quote 636-15.2.80.

AVON COUNTY
THE RIDINGS HIGH SCHOOL
High Street, Winterbourne,
Bristol, BS17 1JL.

Required from 17th April, TEACHER of MATHEMATICS for 1st and 5th years. Interest in lower ability groups an advantage. Mode 3 C.S.E. in operation. Scale 1 post.

Application by letter to the Head immediately with full details of qualifications, experience and names of two referees.

Quote 615-25.1.80

AVON COUNTY
HANHAM HIGH SCHOOL
Memorial Road, Hanham,
Bristol, BS15 3LA
(Co-Ed.: six form entry)
Required from September, TEACHER of MATHEMATICS to teach the subject across the ability range. Candidates should indicate any areas of special interest. Scale 1 post.

Letters of application, returnable to the Headmaster immediately, should contain a brief summary of the candidate's approach to the teaching of their subject, pastoral care, grouping of pupils and discipline, with curriculum vitae and names of two referees. S.A.E. for further details.

Quote: 621-15.2.80

AVON COUNTY
SOMERVALE SCHOOL
Midsomer Norton, Bath
(11 to 18 mixed comprehensive
1,030 on roll)
MATHEMATICS (Scale 1)
Required for April or September: a well-qualified TEACHER for classes throughout the school. The school has strong links with its local small town situated between Bath and the Mendips.

Apply to the Headmaster as soon as possible (naming two referees) after first obtaining full details and application form (S.A.E. essential).

Quote ref. no. 565.

AVON COUNTY
NAILSEA SCHOOL
[illegible]

BARNET
(London Borough)
QUEEN ELIZABETH'S GIRLS' SCHOOL
High Street, Barnet, Herts.
Tel.: 01-449 2984
Comprehensive; Roll 750;
Sixth Form 190;
£408 London Allowance payable

Required Easter or September, 1980: MATHEMATICIAN Scale 1 to join department of five full-time specialists. Teaching at all levels available. S.M.P. courses in main school; traditional, pure and applied to "A" level.

In approved cases assistance may be given by way of temporary housing, the payment of removal expenses and separation allowances.

Apply by letter to Headmistress including curriculum vitae and names of two referees (S.A.E.).

Director of Educational Services.

BARNSLEY
METROPOLITAN BOROUGH COUNCIL
PENISTONE GRAMMAR SCHOOL
Penistone, Sheffield S30 6BU.
(1500) Mixed Comprehensive)
Headteacher: Mr. M. A. Hould, BA.
Required as soon as possible.
A TEACHER of MATHEMATICS (Scale 1) for work throughout the 11 to 16 range.

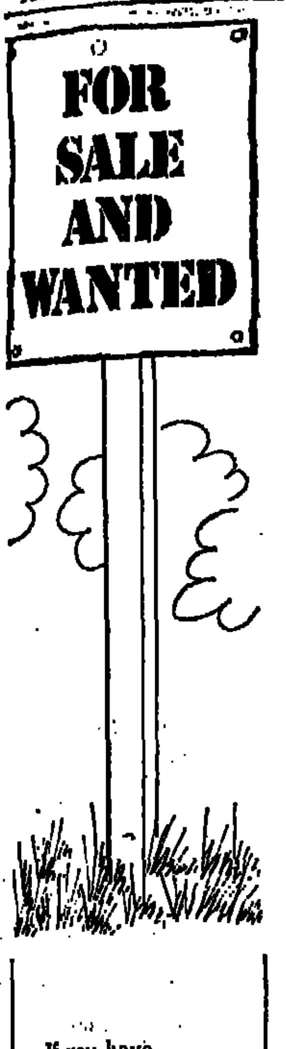
Application by letter giving full curriculum vitae and names and addresses of two referees to the Headmaster.

BEDFORDSHIRE
SOUTHERN AREA
STOPSLEY HIGH SCHOOL AND COMMUNITY COLLEGE
St. Thomas's Road, Luton, Beds
Headmaster, Mr. P. T. Haydock B.Ed. (Hons.)

Required for April or September, TEACHER of MATHEMATICS (Scale 1 post with possibility of Scale 2 for outstanding qualified and experienced teacher). The successful applicant will be required to teach Mathematics to all ages and abilities within the school. Pupils follow the Cambridge East Anglian Joint 16-plus syllabus. An ability to teach Computer Studies would be an advantage: the school has its own terminal link to the Technical College computer. The Mathematics Department has a block of teaching rooms with adjoining office/preparation room. Most pupils follow the S.M.P. texts. Applications from newly qualified teachers welcome.

Some assistance with accommodation may be possible.

Further details and application forms obtainable from and returnable to the Headmaster. (S.A.E. please.)



If you have something to sell or something you want to buy, your fellow readers of TES might be the right people to talk to. There are over half a million of them and an advertisement could cost as little as £3.15.

If you are interested please ring Lyn Willis, The Times Educational Supplement, Gray's Inn Road, London WC1X 8EZ.

Telephone: 01-837 1234, Exn 7693.

SECONDARY
Mathematics
continued

CROYDON
(London Borough of)
JOHN RUSKIN HIGH
Upper Shirley Road
Croydon CR0 5AQ
Telephone 01-656 0994
Tenable 1st September 1980

A well qualified and enthusiastic MATHEMATICS TEACHER to join a very successful Department in this 14-18 (Mixed) Comprehensive High School. Mathematics is taught to C.S.E. "O", "A" and "S" standards.

The school has a large sixth form (360) and four different "A" level Mathematics courses are offered in addition to Further Mathematics. Computer Studies are also offered using the school's own computer.

Salary: Burnham Scale 1 with London Area Allowance.

Reasonable removal expenses will be reimbursed (details on request). Please send S.A.E. for application form (or S.T.A.P.) from and returnable to the Head Teacher at the above address as soon as possible.

CROYDON
(London Borough of)
ST. MARY'S R.C.
Woburn Road
Croydon CR0 2AB
Telephone 01-686 3837/9
Tenable 1st September 1980

A MATHEMATICS TEACHER is required for this mixed 11-16 Catholic High School. The large vigorous Department teaches S.M.P. Mathematics throughout the school, with courses leading to Ordinary level and C.S.E. examinations. Computer studies is being developed and there is a well-equipped Mathematics laboratory.

The successful applicant will be required to teach at varying age and ability levels and at least initially will be required to teach in the Religious Education Department. A Scale 2 post would be available for a suitably qualified teacher.

Salary: Burnham Scale 1 or 2 with London Area Allowance.

Reasonable removal expenses will be reimbursed (details on request). Please send S.A.E. for application form (or S.T.A.P.) from and returnable to the Head Teacher at the above address as soon as possible.

DERBYSHIRE
EDUCATION COMMITTEE
LITTLEOVER SCHOOL
Pastures Hill, Derby DE3 7BD.
11 to 18 (mixed) comprehensive, 70 in Sixth Form.
Required for September, 1980: TEACHER of MATHEMATICS (Scale 1). Opportunity of 6th Form work for suitably qualified candidate.

Apply by letter to the Headmaster stating full curriculum vitae and names and addresses of two referees. (S.A.E. for further information please).

DORSET
AVONBOURNE BILATERAL SCHOOL FOR GIRLS
Harewood Avenue, Bournemouth
(1,050 on roll, aged 11 to 17 years)
Required April or September, 1980, TEACHER of MATHEMATICS and PHYSICS. Scale 1. Work at various levels up to "O" level. Variety of well established courses in modern purpose-built premises. Temporary or part-time work considered for Summer Term. Assistance with removal and legal expenses (for permanent appointment only).

Letter of application immediately with curriculum vitae and names of two referees to Head.

DUDLEY
Metropolitan Borough
THE DORMSTON SCHOOL
Millbank, Sedgley, West Midlands DY3 1SN
(12 to 16-plus co-educational comprehensive: 710 on roll)
Required for 22nd April or September 1980, TEACHER of MATHEMATICS. Ability to teach to "O" and C.S.E. level desirable.

Further particulars and application forms from the Headmaster.

DURHAM
COUNTY COUNCIL
WOLSINGHAM COMPREHENSIVE SCHOOL
(1,141 on roll: 11 to 18 years)
MATHEMATICS—Salary Scale 1—GRADUATE required for September 1980 to teach subject up to G.C.E. "A" Level.
[illegible]

CARMEL COLLEGE
HOUSEMOTHER

We are looking for a strong but sympathetic lady to act as Housemother for the Girls' House (60 girls 11 to 18). This is a Jewish, co-educational school, but all denominations are welcome.

The ideal candidate will be able to help out with girls' sport but people with qualifications in any academic subject are invited to apply.

Excellent salary and free accommodation in our beautiful Thames' side campus, half way between Oxford and Reading.

Applications, in writing, to the Headmaster, Carmel College, Wallingford, Oxon OX10 8BT.

SIBFORD SCHOOL,
Sibford Ferris, Banbury, Oxon OX15 5QL

(Co-educational Boarding School—360 pupils)

Required for September:

A teacher

to act as

Assistant Housemistress

In a modern residential House for 40 girls, ages 11-16, and to teach either English or Religious Education up to 'O' Level.

Scale 1 plus substantial allowances and other benefits. Details and application form from the Headmaster.

The Newcastle upon Tyne
Church High School

Tankerville Terrace,
Newcastle upon Tyne NE2 3BA

Required in September, 1980:
Well qualified and experienced

Honours Graduate

to take charge of

RELIGIOUS STUDIES

to Advanced and Oxbridge standard in this Independent Day School for Girls

Applicants should be communicant members of the Church of England.

Salary negotiable: probably Burnham Scale 3.

Apply, with curriculum vitae, testimonials and the names and addresses of two referees, to the Headmistress within two weeks of the appearance of this advertisement.

SIBFORD SCHOOL,
Sibford Ferris, Banbury, Oxon OX15 5QL
(Co-educational Boarding School—360 pupils)

Required for September:

A TEACHER

to take

RELIGIOUS EDUCATION

up to 'O' Level and to act as

Assistant Housemistress

In a modern residential House for 40 girls, ages 11-16.

Salary Scale 1 plus substantial allowances and other benefits. Details and application form from the Headmaster.

SECONDARY
Mathematics
continued

NEWCASTLE upon Tyne
(City of)
EDUCATION COMMITTEE
ST. CUTHBERT'S R.C. COMPREHENSIVE SCHOOL.
TEACHER of MATHEMATICS

Required from 21st April, or September, 1980, a suitably qualified TEACHER of MATHEMATICS at this voluntary aided R.C. Comprehensive School.

A Scale 2 post may be available to an experienced candidate able to teach to "A" level.

Application forms obtainable from and returnable to the Head Teacher, St. Cuthbert's R.C. School, Benwell Hill, Newcastle upon Tyne NE15 7PX, by 7th March, 1980.

LIVERPOOL
ASSISTANT 1/3
MATHEMATICS/COMPUTER STUDIES

CARDINAL ALLEN R.C. GRAMMAR SCHOOL (BOYS), Honeysgreen Lane, Liverpool L12 9HZ.

Required for summer term. GRADUATE preferred to share in the teaching of "O" Level MATHEMATICS and COMPUTER STUDIES throughout the school up to and including "A" Level. Ability to help with games would be an added recommendation. Scale 2 available for a suitably qualified and experienced candidate.

Applications by letter giving curriculum vitae and names of 2 referees direct to the Headteacher, quoting ref. P & M 5481(b). Closing date 3rd March.

LONDON
LATYMER UPPER SCHOOL
King Street, London W6 9LR
(Direct Grant, going independent H.M.C., 1,100 boys)
Wanted for September, a GRADUATE to teach MATHEMATICS to G.C.E. Ordinary and Advanced levels.

Salary London Burnham on scale appropriate to experience.

Bachelor accommodation might be available during term time.

Applications, together with full curriculum vitae and names of two referees to the Headmaster, Latymer Upper School, King Street, London W6 9LR.

NEWHAM
(London Borough of)
CUMBERLAND SCHOOL
Prince Regent Lane, London E13 8SH
Head Teacher: J. A. McDonald, M.A.
Number on Roll: 1,246
ASSISTANT TEACHER of MATHEMATICS
Scale 1 required as soon as possible.

The person appointed will be expected to undertake examination work with Fourth and Fifth Year pupils and with the Sixth Form.

London allowance: £600 plus Social Priority Allowance £201.

Application forms available from the Head Teacher to whom completed forms should be returned by 14th March, 1980.

Director of Education, Education Offices, Broadway, Stratford London E15 4BH.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
KING EDWARD VII HIGH SCHOOL
Gaywood Road, King's Lynn Norfolk PE30 2QB
Headmaster: R. D. Greaves, M.A.
Required for September, 1980.
Scale 1: TEACHER of MATHEMATICS.

Please apply as soon as possible by letter to the Headmaster, enclosing a tabulated curriculum vitae. In September, the School will have some 930 pupils on roll, with 160 in mixed Sixth Form. Years 1 and 2 mixed, all-ability; Years 3, 4 and 5 boys selective.

NORTHAMPTON
NORTHAMPTON WESTON FAVELL UPPER SCHOOL
Booth Lane South, Weston Favell. Northampton NN3 3EZ
Headmaster: Dr. R. M. Dunn, B.A.
Required for September, 1980, at this coeducational Upper School (1,350 pupils in the age range 14 to 18) an ASSISTANT TEACHER of MATHEMATICS. The Department offers courses at all levels (C.S.E., "O", "A" and "S").

One appointment is available for a teacher who will, eventually, be able to teach to the highest level. A second appointment may be available for a teacher who can specialise in Remedial Work within the department.

The appointment is at Scale 1. Applications from new entrants to the profession are encouraged. A Scale II post may be available for a suitably qualified and experienced applicant.

Further details of the post and application forms are obtainable from the school. Completed forms should be returned as soon as possible to the Headmaster, Weston Favell Upper School, Booth Lane South, Northampton.

NORTHAMPTONSHIRE
NORTHAMPTON TRINITY SCHOOL
Trinity Avenue, Northampton NN2 6JW
Telephone: 713691
Required in April, a TEACHER of MATHEMATICS in this coeducational Upper School (13 to 18), with 860 pupils on roll, including 100 in the Sixth Form.

The teacher appointed will teach throughout the school to a level commensurate with his or her qualifications. Mathematics is taught to C.S.E. [illegible], "O" and "A" level.

The appointment is initially for one term, but could become a permanent post in September.

Further details and application forms available from the Headmaster, Mr. D. R. Cummings, B.A. (S.A.E.)

OXFORDSHIRE
COUNTY COUNCIL
OXFORD SCHOOL
Glanville Road
Oxford OX4 2AU

Required from April, 1980, a well-qualified ENGLISH SPECIALIST (Scale 1) able to teach the full age and ability range within this 13 to 18 boys' Upper School.

The Department has good specialist rooms together with a well-stocked library. Dramatic Society productions enjoy a high reputation at both senior and junior level and the Debating Society meets regularly. Courses at "A" and "O" level and C.S.E. are well developed. The present holder of the post has been responsible for the coaching of Hockey and Cricket to a high level within the school.

Applicants who could provide help with either or both of these would be particularly welcome. A letter of application including a curriculum vitae and the details of two referees should be sent to the Head Teacher as soon as possible.

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
LLANIDLOES HIGH SCHOOL
Llanidloes, SY18 6EX
Required for 1st September 1980: a qualified TEACHER of MATHEMATICS for this four-form entry Comprehensive School. A qualification to teach Computer Studies would be an advantage.

Sixth Form teaching would be available for a Graduate.

Scale 1 post.

Application forms and further particulars obtainable from the Head Teacher (s.a.e., please) to whom completed forms should be returned by 7th March 1980. (Ref. 220/80).

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
CLIFTON COMPREHENSIVE SCHOOL
11-16 Mixed, Approx 746 on Roll
Required for September, 1980: ASSISTANT TEACHER, Scale 1. Enthusiastic Teacher for MATHEMATICS to join an expanding Department. Interest in and knowledge of Computer Studies would be an advantage.

Closing date: 9th March, 1980.

Application forms available from the Principal Appointments Officer, Council Offices, Grove Road, Moorgate, Rotherham S60 2TS. Telephone Rotherham 63211 ext 26.

B. W. Ellis, Director of Personnel Resources.

SHROPSHIRE
EDUCATION COMMITTEE
THE LUDLOW SCHOOL
(C.E. CONTROLLED)
Bromfield Road, Burway, Ludlow SY8 1DR
TEACHER OF MATHEMATICS to "O" level enthusiast required in this developing Rural Comprehensive School

Further details and application form from the Head Mr. D. Bywater (S.A.E.).

SOUTH GLAMORGAN
UNITED WORLD COLLEGE OF THE ATLANTIC
Required: TEACHER of MATHEMATICS
See semi-display advertisement in Sixth Form and Tertiary College Section

STAFFORDSHIRE
EDUCATION COMMITTEE
HAGLEY PARK COMPREHENSIVE SCHOOL
Burnthill Lane, Rugeley.
Required for September, 1980 (or earlier if possible) Scale 1 TEACHER of MATHEMATICS. This is an 11 to 18 mixed Comprehensive school and the successful candidate would be expected to contribute to Mathematics teaching throughout the school. The subject is taught to C.S.E. and G.C.E. 'O' and 'A' level. The department also offers courses in Statistics and computer studies.

Application forms obtainable from and returnable to the Head Teacher at the school as soon as possible. (S.A.E. please).

STAFFORDSHIRE
EDUCATION COMMITTEE
NETHER STOWE COMPREHENSIVE SCHOOL
St. Chad's Road, Lichfield
Required for September, 1980: TEACHER of MATHEMATICS (Scale 1).

A strong department of nine staff, offers courses in S.M.P. Mathematics to C.S.E. (Modes 1 and 3) and G.C.E. ("O" and "A" levels).

Application forms and further particulars obtainable from and returnable to the Head Teacher (s.a.e.) within two weeks of the appearance of this advertisement.

SUNDERLAND
(Borough of)
EDUCATION DEPARTMENT
HOUGHTON SCHOOL
(Group 10)
Hetton Road, Houghton DH5 8NA.
Graduate TEACHER of MATHEMATICS (Scale 1).

Required for September or earlier if possible to teach to "A" Level.

Removal expenses and temporary lodging allowance may be granted in appropriate circumstances.

Application forms obtainable from the Head Teacher at the school on receipt of a stamped addressed foolscap envelope to be returned to him by 7th March, 1980.

L. A. Bloom, Chief Executive, Town Hall & Civic Centre, Sunderland SR2 7DN.

SURREY
EDUCATION COMMITTEE
ABBOTSFORD SCHOOL
Ashford
MATHEMATICS from Summer term 1980 to C.S.E. and "O" level. Scale 1.

Apply to the Head (Tel. Ashford 43824).

SURREY
EPSOM COLLEGE
(400 boys, 350 boarders, 240 day boys, Sixth Form of 280, including 30 girls)
Required for September 1980:— Well qualified GRADUATE to teach MATHEMATICS throughout the school up to "A" level. Experience not essential. Accommodation available. Own salary scale. Interest in games and other activities an advantage.

Please apply with full curriculum vitae and names of two referees to Headmaster, Epsom College, Epsom, Surrey.

SUTTON
(London Borough of)
CARSHALTON HIGH SCHOOL FOR BOYS
Headmaster K. J. Grace MC TD BSc; DL.
Winchcombe Road, Carshalton, SM5 1RW
Tel. [illegible]
MATHEMATICS [illegible]
Required as soon as possible: Well qualified TEACHER of MATHEMATICS to join a progressive department.

Examination work available.

Applications, in writing, to Headmaster in first instance.

TRAFFORD
(Metropolitan Borough of)
EDUCATION COMMITTEE
ST. PAUL'S R.C. SECONDARY SCHOOL FOR BOYS
Bradfield Road, Urmston, Manchester M31 1PA
Tel. 061-748 4671
471 (mixed)
MATHEMATICS Scale 1.
ASSISTANT TEACHER required from 1st May, 1980.

Ability to teach Modern Mathematics to CSE "O" level essential.

Application forms available from the Head of the school, should be returned as soon as possible.

WEST SUSSEX
COUNTY COUNCIL
MID-SUSSEX AREA
OAKMEEDS SCHOOL
Station Road, Burgess Hill, West Sussex RH15 9EA.
Mixed Comprehensive, 11 to 16, (1,500 on roll)
September, TEACHER of MATHEMATICS (S.M.P.) Scale 1 to teach subject throughout the whole age and ability range.

Assistance will be given towards the cost of removal and resettlement in approved cases.

Form and details from Headmaster on receipt of S.A.E.

WEST SUSSEX
NORTH EASTERN AREA
THOMAS BENNETT SCHOOL
Ashdown Drive, Tilgate, Crawley, Sussex
MATHS SPECIALIST (Scale 1) required September, 1980. To teach mainly in Upper School 4th, 5th and 6th years. Traditional and Modern Maths courses up to "A" level and Further Maths, within well founded faculty based in specialist suite of rooms.

Apply to Headmaster in first instance giving c.v. and two references.

Housing in approved cases, plus London Fringe Area Allowance

WEST SUSSEX
(Southern Area)
KING'S MANOR SCHOOL
Shoreham-by-Sea
Required for Summer Term, or before, qualified TEACHER of MATHEMATICS.

An active and successful department, with generous provision of appropriate equipment, and offering a variety of courses, G.C.E. "S", "A" and "O" and C.S.E. Modes 1 and 3.

Computer Studies to be introduced.

Assistance will be given towards the cost of removal and resettlement expenses in approved cases.

Application form and further details from Headmaster (S.A.E.).

WILTSHIRE
HIGHBURY SCHOOL
Laverstock, Salisbury SP1 1RE
A TEACHER of MATHEMATICS is required for September, 1980, to join a well established and organized department of specialists. An ability to teach Computer Studies (Research Machines 380 microprocessor in school) a distinct advantage.

Further details and a form of application may be obtained from the Headmaster, Mr. W. Reilly, B.Sc., on receipt of a stamped addressed envelope.

WILTSHIRE
CLARENDON COMPREHENSIVE SCHOOL
Trowbridge
MATHEMATICS (Scale 1)
Required in September, or sooner, a TEACHER for MATHEMATICS. A graduate able to teach "A" level would be preferred

Application forms and further particulars from the Head Teacher, Clarendon School, Frome Road, Trowbridge.

Telephone Trowbridge 62686.
Foolscap S.A.E. please.

Modern Languages

Heads of Department

BERKSHIRE
HOLMEWOOD COUNTY SECONDARY SCHOOL.

Parlaunt Road, Langley, Slough
N.O.R. 480.
Required from April 1980, HEAD of FRENCH and YEAR TUTOR. (Scale 3).

French is taught to all pupils (except remedials) to the end of the Third Year, after which it becomes an optional subject for C.S.E. and "O" level examinations.

Applications to the Headmaster at the school (S.A.E.). Closing date March 10.

CAMBRIDGESHIRE
HINCHINGBROOKE SCHOOL
Huntingdon.
A HEAD of the FRENCH DEPARTMENT (Scale 3) is required for September, 1980, to take over a sound department, ripe for new initiatives, and to act as co-ordinator of Modern Languages.

Almost all pupils study French in the lower school; and there are well established examination courses to C.S.E., 'O' and 'A' level.

This 11 to 18 voluntary controlled, mixed comprehensive school takes children from Huntingdon and its neighbourhood. 1850 pupils with over 300 in the Sixth. Outstanding setting includes Hinchingbrooke House and new buildings.

Apply by letter to the Headmaster with curriculum vitae and names of two referees, also one testimonial if available.

HAMPSHIRE
THE MOUNTBATTEN SCHOOL
Whitenap Lane, Romsey
11-16 comprehensive mixed,
1,380 on roll
HEAD of MODERN LANGUAGES, Scale 4.

Curriculum vitae, two referees to Head with SAE from whom further details are available.

HERTFORDSHIRE
WATFORD GRAMMAR SCHOOL FOR GIRLS

The Crescent, Watford
Required September, HEAD of FRENCH to organize work and teach throughout the school to "A" level. Scale 3 or 4 for suitable applicant. London fringe allowance £177.

Apply in writing to Headmistress with names of two referees and copies of testimonials.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

ASHFORD DIVISION

HIGHWORTH SCHOOL FOR GIRLS
[illegible] Ashford, Kent
Upper School of 600 admitting girls at 13-plus on "guided parental choice" and following the more academic courses to "O" and "A" levels.

Required in September: Honours GRADUATE as HEAD of MODERN LANGUAGES (Scale 4). This is a strong department in the school. French is the main foreign language, but German and Spanish are also taught to Ordinary level and Advanced level. The Head of Department carries a teaching timetable in French, and an ability to help with Spanish would be an advantage. A language laboratory is used extensively and a foreign assistant is appointed to the school for each language.

Apply in writing to the Headmistress at the school with copies of testimonials and/or names and addresses of referees.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
MODERN LANGUAGES
HEAD OF DEPARTMENT
STALHAM HIGH SCHOOL
Mixed Comprehensive, 600.

Scale 3 French and German. The successful applicant is expected to be a graduate able to teach both subjects to CSE and GCE "O" level and with the enthusiasm and ideas to develop language teaching throughout the school.

Application forms and further details only obtainable by sending SAE to the Head Teacher, Stalham High School, Brumstead Road, Stalham, NR12 9DG.

NORTH TYNESIDE
(Metropolitan Borough of)
EDUCATION COMMITTEE
RALPH GARDNER HIGH SCHOOL
Albion Road West
North Shields, NE29 0JN
Head Teacher: Mr. T. L. Brassington J.P., B.A.
Required for 1st September 1980: HEAD OF DEPARTMENT of MODERN LANGUAGES (Scale 3) in this 11 to 16 Comprehensive High School. Courses in French and Spanish are well established to G.C.E. "O" and C.S.E. levels. Facilities include a 32-booth audio-comparative language laboratory.

Application forms for the above High School appointment are available on receipt of a s.a.e. from the Head Teacher, to whom they should be returned within two weeks of the appearance of this advertisement.

Other Posts on Scale 2 and above

AVON COUNTY
MONKS PARK SCHOOL
Filton Road, Bristol BS7 0XZ
Required from September, TEACHER of FRENCH (with some German if possible) to co-ordinate Foreign Language teaching (four full-time staff) in the Lower School. "O" and "A" level work also available. Longmans A/V course in Years 1 and 2 plus SW Credits Scheme in Year 3. Scale 2 post.

Application by letter to the Head immediately with full details of qualifications, experience and names of two referees

Quote 573-25.1.80

BUCKINGHAMSHIRE
BEACONSFIELD/CHILTERN DIVISION
BEACONSFIELD HIGH SCHOOL
Wattleton Road, Beaconsfield
Headmistress: Miss E. A. Taylor, B.A.
(Girls Grammar—800 pupils)
Required for September a GRADUATE LINGUIST able to offer FRENCH LANGUAGE and LITERATURE to GCE Advanced level and German to Ordinary level Oxford Board and able to share in the teaching of both subjects in the middle school. An experienced and well qualified teacher could be considered for a Scale 2 post initially.

London fringe area allowance of £177 p.a. payable in addition to Burnham salary. Removal expenses plus up to £450 legal and other expenses payable in approved cases. Applicants should write to to Headmistress, as soon as possible enclosing a full cv, the names and addresses of at least two academic referees and an s.a.e.

DERBYSHIRE
EDUCATION COMMITTEE
HOPE VALLEY COLLEGE
(670 mixed 11-16 Comprehensive/Community College situated in Peak Park)
Required for September, lively and experienced TEACHER to be responsible for GERMAN (Scale 2) and to teach some FRENCH within a well-established Modern Languages Department. Courses to C.S.E. and "O" levels. Audio-visual approach. Language laboratory. Pupil exchanges.

Full letters of application (no forms), naming two referees to the Warden, Hope Valley College, Hope, via Sheffield from whom further details can be obtained.

DORSET
THE WOODROFFE SCHOOL
Lyme Regis
(11-18 Comprehensive: 870 mixed: 170 boarders: 125 in Sixth Form)
Required September: TEACHER of FRENCH (Scale 2 for suitably experienced candidate) to share "A" level work and to teach throughout age range in well-established department. Graduate preferred.

It is hoped that the successful applicant will eventually take over the organization and development of the European Studies course. Newly qualified teacher considered.

Assistance with removal/legal expenses.

Application form and full details (foolscap S.A.E.) from Headmaster, to be returned by 10 March.

EAST SUSSEX
COUNTY COUNCIL
HELENSWOOD SCHOOL
The Ridge, Hastings TN34 2AF
(11-18 Girls' Comprehensive)
Headmistress, Mrs. N. R. Spendlove
Required September, 1980, Scale 2 GRADUATE to teach FRENCH throughout the school to "A" level. Scale post available but applications from Graduates in training welcomed.

Application forms obtainable from the Headmistress at the school.

ENFIELD
(London Borough of)
AMBROSE FLEMING SCHOOL
The Ride, Enfield, Middlesex, EN3 7DS
Roll: 1,340
Required for Easter or September, 1980, a TEACHER of GERMAN.

A Scale 2 post is available for a suitable qualified, experienced candidate.

London Allowance payable £408 per annum.

Consideration given to generous assistance with removal and relocation costs temporary housing and two homes allowance.

Application forms (foolscap SAE) obtainable from the Head Teacher to whom they should be returned as soon as possible.

ESSEX
THE RICKSTONES SCHOOL
(Roll 196)
Conrad Road, Witham.
Tel.: Witham 516786
LANGUAGES Scale 2.
An experienced TEACHER able to offer GERMAN and FRENCH to examination level. Closing date 7th March, 1980.

Curriculum vitae and names of referees to the Headteacher (foolscap S.A.E. please).

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SEVENOAKS DIVISION
SPITALS CROSS SCHOOL
Spitals Cross, Edenbridge, Kent.
Group 8 — Roll 800 plus mixed
Required for September, 1980, a GRADUATE TRAINED TEACHER of MODERN LANGUAGES—French and one other modern language to C.S.E., 'O' and 'A' level.

The school is being reorganised by September, 1981, into an Upper School (13 to 18), when some expansion will take place.

Initially this post is Scale II but in the reorganised situation it could be upgraded to a Head of Department with the growth of Sixth Form work.

Application form and further particulars from the Headmaster, enclosing S.A.E.

MIDDLESEX
HAMPTON SCHOOL
H.M.C. Day 11-18, 830 boys, 240 in sixth form
Required for September 1980, a GRADUATE to teach FRENCH and GERMAN throughout the school. Scale 2 or 3 post available for experienced candidate.

Salary, Burnham plus Middle London allowance and Hampton allowance.

Apply with full details and names of two referees to the Headmaster, Hampton School, Hanworth Road, Hampton, Middlesex TW12 3HD.

NOTTINGHAMSHIRE
QUEEN ELIZABETH'S GIRLS' SCHOOL
Woodhouse Road, Mansfield
Nottinghamshire
Upper Comprehensive School. Six [illegible] 650 girls 13 to 18
Required in September, a qualified GRADUATE to teach FRENCH and to share in the subject throughout the school to C.S.E. "O" and "A" level. Ability to teach German would be a recommendation. A Scale 2 is available for a very well qualified and experienced candidate but good beginners would be considered.

Apply as soon as possible to the Headmistress at the school (Mansfield 23751) enclosing a curriculum vitae, copies of any testimonials and the names of two professional referees.

TRAFFORD
(Metropolitan Borough of)
EDUCATION DEPARTMENT
FLIXTON GIRLS' SECONDARY SCHOOL
(1,029 Girls 11 to 16)
Flixton Road, Urmston, Manchester M31 3DR
Tel.: 061-748 3513
Required as soon as possible:
FRENCH Scale 2
SECOND in Department

To teach through the age and ability range to C.S.E./"O" level.

Application forms available from the Head of the school, should be returned as soon as possible.

Scale 1 Posts

AVON COUNTY
HANHAM HIGH SCHOOL
Memorial Road, Hanham
Bristol BS15 3LA
(Co-educational: six-form entry)
Requires from September, TEACHER of FRENCH to join Modern Languages Faculty. Spanish as a second language an advantage. Scale 1 post.

Letters of application, returnable to the Headmaster immediately, should contain a brief summary of the candidate's approach to the teaching of their subject, pastoral care, grouping of pupils and discipline, with curriculum vitae and names of two referees. S.A.E. for further details.

Quote 623-15.2.80.

AVON COUNTY
FILTON HIGH SCHOOL
New Road, Filton
Bristol BS12 6QT
Required from 17th April, TEACHER of FRENCH to all levels, and to act as Tutor in a well established house system. Audio Visual experience required. Subsidiary German desirable. Scale 1 post.

Application by letter to the Head immediately with curriculum vitae and names of two referees.

Quote 643-22.2.80.

BEDFORDSHIRE
SOUTHERN AREA

CEDARS UPPER SCHOOL AND COMMUNITY COLLEGE
Mentmore Road,
Leighton Buzzard
Number on roll 1,195 boys and girls including 270 in the Sixth Form

FRENCH

Required for September, 1980, a GRADUATE to teach FRENCH (Scale 1). Some help with German and or Spanish would be an advantage, but is by no means essential. Teaching is available throughout the school.

The Modern Languages department of six staff is well equipped with a variety of traditional and modern resources. Courses are followed to CSE, "O", "A" and "S" levels in French and German while Spanish and Russian are taught from time to time to smaller groups. Exchange programmes operate to both France and Germany.

The Cedars is a purpose-built Upper School (13-18) which has evolved from a former grammar school. There are excellent community facilities including adult education, on site.

Further details and application forms obtainable from and returnable to the Head at the school (SAE please).

BERKSHIRE
THE WINDSOR BOYS' SCHOOL
1 Maidenhead Road, Windsor
SL4 5EH
Number on Roll: 815
Required for September, 1980:— GRADUATE to teach FRENCH throughout the school, up to and including "A" level. (Scale 1).

The school has 800 boys, and is in the third year of transition from Grammar to Comprehensive. There is a large sixth form and 29 boys are currently studying French at Advanced level. There are good audio-visual facilities and a well maintained 32-booth Shipton Language Laboratory. The second Modern Language taught is German.

London Fringe Allowance £159 p.a. Lodging Allowance and removal expenses schemes in operation.

Applications to the Headmaster by letter, enclosing names of two referees (S.A.E.). Closing date March 10.

BERKSHIRE
THE HOLT SCHOOL
Holt Lane, Wokingham
Number on roll 1,0[illegible]

Required from the beginning of Summer Term, [illegible] FRENCH and EUROPEAN STUDIES (Scale 1) to teach [illegible] to "O" level and R.S.A. [illegible] this summer and Fourth Year European Studies to C.S.E. [illegible] bility of "A" level work in [illegible] future for a suitably qualified [illegible]

Apply with details and names of two referees (s.a.e.) [illegible] date March 10, 1980

CAMBRIDGESHIRE
(Peterborough Area)
JOHN MANSFIELD SCHOOL FOR GIRLS (11-16)
Western Avenue,
Peterborough PE1 4JY
Tel: Peterborough 66010
Group 9; Roll: 617
Required for September, 1980, A FRENCH SPECIALIST [illegible] to join the Modern Languages Department. Ability to teach [illegible] English desirable, but not essential.

Please state other subjects which could be offered.

There is a possibility of [illegible] ance being given with housing in appropriate cases.

Please apply by letter, with curriculum vitae and the names and addresses of two referees to the Headmistress, Mrs [illegible] B.Ed., at the above address by [illegible] March, 1980.

CAMBRIDGESHIRE
CAMBRIDGE AREA
SAWSTON VILLAGE COLLEGE
Required for School Year [illegible] in the first instance whilst a [illegible] is on secondment, Scale 1 TEACHER of FRENCH to "O" level and Junior GERMAN in this 11-16 Comprehensive School (1,300).

Further details available from Warden, Sawston Village College, New Road, Sawston, Cambridge CB2 4BP to whom applications should be made by letter with curriculum vitae and names and addresses of two referees, as soon as possible.

CROYDON
OLD PALACE SCHOOL
(Direct Grant Independent: 700 girls, 140 Sixth Form)
Required in September, 19[illegible] honours GRADUATE to teach FRENCH throughout the school to "A" level and University Entrance.

Applications, with the names of two referees and curriculum vitae should be sent as soon as possible to the Headmistress, Old Palace School, Old Palace Road, Croydon CR0 1AX.

DONCASTER
DANUM SCHOOL
Armthorpe Road, Doncaster DN2 5QD
Doncaster 831385
13 to 18 Comprehensive
1,350 on roll: Sixth Form of [illegible]
Required for September, 1980 Scale 1 GRADUATE TEACHER of GERMAN to teach the subject throughout the school.

Apply by letter, giving the names of two referees to the Headmaster at the school.

Closing date, March 7, 1980.
ST. PETERS R.C. HIGH SCHOOL
Acacia Road, Cantley
Doncaster DN4 6NU
Doncaster 53995
Roll: 1,000
Required for September, 1980 Scale 1 GRADUATE TEACHER of FRENCH. The school offers C.S.E. and G.C.E. courses.

Further particulars and application forms are available from the Headmaster at the school (S.A.E. please) to whom completed forms should be returned as soon as possible.

DUDLEY
METROPOLITAN BOROUGH
OLDSWINFORD HOSPITAL SCHOOL
Hagley Road, Stourbridge
West Midlands. DY8 1QX
(11 to 18 Voluntary aided Comprehensive, mainly boarding: 400 boys, 80 in Sixth Form)

Required for September 1980 TEACHER of MODERN LANGUAGES to teach German/French (with subsidiary [illegible]). Person appointed will be responsible for developing German as a second language.

Post is residential and generous allowances are paid for boarding duties, together with free accommodation.

Further particulars from the Headmaster to whom applications (by letter) should be sent, together with the names of two referees.

TEACH MATHEMATICS
in Hillingdon

Applications are invited from both experienced teachers and students in their final year of training to teach Mathematics in the London Borough of Hillingdon. (Teachers with an interest in Computer Science or the application of computers in Education would be particularly welcome).

Hillingdon is the most westerly of the London Boroughs and covers an area of 42 square miles with a population of almost a quarter of a million people. The Borough extends from Hertfordshire in the north to Surrey in the south and is bordered by Buckinghamshire on the western side and the London boroughs of Harrow, Ealing and Hounslow to the east. Many attractive residential areas and stretches of open countryside are to be found within the Borough and adjacent to it.

Write for an informal interview to discuss your future to Teaching Staff 25/61, Civic Centre, High Street, Uxbridge, Middlesex. London Allowance payable.

LONDON BOROUGH OF
HILLINGDON

SECONDARY
Modern Languages
continued

EALING
(London Borough of)
EDUCATION SERVICE
DORMERS WELLS HIGH SCHOOL
Dormers Wells Lane, Southall Middlesex
(Mixed, 12 to 19 Comprehensive; 1,350 on roll)
Headmaster: Mr E. W. Thirkettle B.A.
Required for Summer or Autumn Term 1980, TEACHER of MODERN LANGUAGES, Scale 1, to join a developing and enthusiastic department. Ability to teach French essential, the second language offered by the School being German. Modern language laboratory (Audio Visual courses). State second teaching subject.

London Weighting £600.

Applications by letter to Headmaster at the school enclosing testimonials and names and addresses of two referees (S.A.E.).

EAST SUSSEX
COUNTY COUNCIL
THE GROVE SCHOOL
Wishing Tree Road
St. Leonards-on-Sea TN38 9JP
Headmaster: Mr. N. H. Wilcock, B.Sc.
(11 to 18 comprehensive)
Required September, 1980. Scale 2, qualified ASSISTANT to be in charge of MODERN LANGUAGES in the Lower School. Both French and German are taught.

Application forms obtainable from the Headmaster at the school.

EAST SUSSEX
COUNTY COUNCIL

BEXHILL HIGH SCHOOL
Down Road, Bexhill-on-Sea TN39 4HT.
Comprehensive 1,415 Pupils.
Headmaster Mr. C. R. Evans B.Sc.
Required for September 1980— TEACHER for FRENCH. Scale 1. Applicants should be suitably qualified and able to offer the subject to all year groups. Application from College leavers welcome.

Application forms may be obtained from the Headmaster on receipt of a self-addressed envelope.

ENFIELD
(London Borough of)
MINCHENDEN SCHOOL
(Mixed Comprehensive)
High Street, Southgate, London N14 6BN
(Roll 1,400)
Required as soon as possible, until July, 1980, a qualified TEACHER of FRENCH, full or part-time, to teach years one to four (Scale 1). Vacancy is due to maternity leave.

London Allowance payable £408 per annum.

Apply by letter, enclosing a curriculum vitae with names of two referees to the Head Teacher at the school within 14 days of the appearance of this advertisement.

GLOUCESTERSHIRE
SIR THOMAS RICH'S SCHOOL
Oakleaze, Gloucester
(Grammar 600 boys)
Required for September, 1980, Assistant TEACHER, Scale 1, to teach FRENCH throughout school (including some "A" level work).

Candidates are asked to state subsidiary subjects and extra-curricular interests including games.

Applications giving curriculum vitae and names of two referees to Headmaster.

HAMPSHIRE
BOHUNT SCHOOL
Liphook
(11 to 16 Comp. Mixed. 860 on roll)
Designated Community School with 9 year entry from September 1980. FRENCH with GERMAN or SPANISH.

Curriculum vitae, two referees to Head with S.A.E. from whom further details are available.

HAMPSHIRE
JOHN HUNT OF EVEREST SCHOOL
Popley Way, Basingstoke RG24 9AB
(11 to 16 Mixed Comprehensive)
(Number on Roll: 1,170)
Required Easter 1980:
Scale 1 FRENCH.

Applications with curriculum vitae and names and addresses of two educational referees should be sent to the Headmaster.

HAMPSHIRE
THE WINTON SCHOOL
[illegible] Road, Andover SP10 2PP
11 to 16 mixed comprehensive
Number on roll 1,408
TEACHER of FRENCH, Scale 1, required April, 1980.

Application to Head Teacher. Telephone: Andover 51822.

HAMPSHIRE
THE RICHARD ALDWORTH SCHOOL
Western Way, Basingstoke
(Mixed Comprehensive 11 to 16)
(Number on Roll: 1,414).
TEACHER of FRENCH, Scale 1 required April, 1980.

HARROW
EDUCATION COMMITTEE
NOWER HILL HIGH SCHOOL
[illegible] Road, Pinner, Middlesex
[illegible]
01-863 1306
FRENCH TEACHER wanted for the Summer Term (11th April to 18th July). The successful applicant will be required to teach to all abilities throughout the school and to both C.S.E. and G.C.E. "O" levels. The school is a Comprehensive High School (12 to 16 years) recruiting a full range of ability and achieving high academic standards. It is situated in pleasant surroundings in north-west London.

Application forms from and to be returned to the Head Teacher by 3rd March, 1980.

Please enclose stamped addressed envelope.

HERTFORDSHIRE
PARMITER'S SCHOOL
High Elms Lane, Garston
Watford
Voluntary Aided: mixed
8 form entry: all ability
Founded 1681

Required September, FRENCH GRADUATE to teach up to "O" and "A" levels.

Scale 1 plus London fringe allowance.

Parmiter's School is carrying out a phased move from London, where it is at present [illegible] Hertfordshire school. The [illegible]

Apply to Headmaster giving [illegible] vitae and details of [illegible]

HILLINGDON
(London Borough of)
BISHOPSHALT SCHOOL
Royal Lane, Hillingdon,
Uxbridge, UB8 3RF
(No on roll 945, 179 in Sixth Form)

Required from March to the end of June, 1980, a TEACHER of FRENCH and/or GERMAN at this former grammar school which received its first all-ability intake in 1977. There is a well equipped suite of Modern Language rooms.

Apply in writing to the Headmaster, giving brief career details and the names and addresses of two referees.

London Allowance payable.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Department,
The Civic Centre, Lampton Road,
Hounslow TW3 4DN
HOUNSLOW MANOR SCHOOL
Prince Regent Road, Hounslow TW3 1NE
Headmaster: Mr. J. B. White
Comprehensive, mixed
(1,470 pupils, ages 11 to 19.
Sixth Form 180 pupils)
Required for September, 1980, or earlier, an enthusiastic TEACHER of FRENCH to join a team of six in a well established, lively and well equipped department with excellent reprographics, A/V and library facilities.

French and German are taught to C.S.E., "O" and "A" levels. (The Eclair course is taught in the first two years.) There are links with French and German schools and ability to teach German is an advantage.

London allowance £408 payable.

Closing date: within seven days.

Applications by letter, giving full details of qualifications and experience, together with the names and addresses of two referees, should be sent to the Head Teacher, from whom further information can be obtained (stamped, addressed, foolscap envelope, please) within seven days.

A. Groves. Director of Education.

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
HEADLANDS SCHOOL
Sewerby Road, Bridlington,
North Humberside
TEACHER OF MODERN LANGUAGES, Scale 1.
Required for April, 1980, a TEACHER of FRENCH and GERMAN to teach initially in the 11-14 age range.

Application forms are available from the Headmaster at the school to whom completed forms should be returned by March 3rd, 1980.

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
BRIDLINGTON SCHOOL
Bessingby Road, Bridlington, North Humberside
Required for April or September, 1980, a TEACHER of MODERN LANGUAGES. Able to offer French and German.

A temporary appointment for the Summer term would be considered.

Application forms are available from the Headmaster at the school, to whom completed forms should be returned by 3rd March, 1980.

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
WITHERNSEA HIGH SCHOOL
Hull Road, Withernsea, North Humberside
Required for September, 1980, a qualified TEACHER of FRENCH able to teach to "O" and C.S.E. levels.

The possibility of "A" level work exists for a suitable candidate.

Audio-visual courses are extensively used and a recently installed Tandberg Language Laboratory is in operation.

Application forms are available from the Headmaster at the school, to whom completed forms should be returned by March 3, 1980.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

GRAVESHAM DIVISION

NORTHFLEET SCHOOL FOR GIRLS
Hall Road, Northfleet, Kent.
(Roll: 1,100)
Required at Easter, or in September, a TEACHER of FRENCH to join the Modern Languages Department in this Thames-side High School. The school is comprehensive in the first two years, and French and German are taught to C.S.E. and 'O' level standard. There is a Language Laboratory, and the school is in a pleasant residential area.

Apply by letter to the Headmistress, enclosing curriculum vitae and the names and addresses of two referees. S.A.E. please.

CANTERBURY DIVISION

SIMON LANGTON GIRLS' SCHOOL
Old Dover Road, Canterbury.
(780 pupils).
Required for September in a flourishing department of this four form entry grammar school two TEACHERS: for GERMAN to 'A' level with FRENCH to 'O' level, and for FRENCH to 'O' level with SPANISH to 'A' level. The second post may be full or part-time, permanent or temporary, and could commence on May 1st. The school has a Sixth Form of 200 and three exchange links developed. Ability to help with games or other extra curricular activities a recommendation.

Disturbance allowances are available in suitable cases. Further details may be obtained from the Headmaster (Canterbury 63711) to whom a letter of application should be written stating qualifications and experience in full and giving the names of two referees and enclosing a S.A.E.

LANCASHIRE
HUTTON GRAMMAR SCHOOL
Hutton, Preston PR4 5SN.
Voluntary Aided. (C. of E.)
Sixth Form 220 boys, 35 girls.
Years 1 to 5, 550 boys.
Non-selective Years 1 and 2.
TEACHER required in September for FRENCH. Opportunity for German, if qualified. Scale 1. Appointment could be before September if available.

Form and details from Headmaster. (S.A.E.).

LANCASTER
LANCASTER ROYAL GRAMMAR SCHOOL
(Voluntary Aided, 830 boys including 190 boarders and Sixth Form of 240)
Required for September, 1980, a GRADUATE to teach FRENCH throughout the school, with some GERMAN. A suitably qualified applicant could be given a share of Sixth Form teaching. Ability to assist with games (particularly rowing) or Combined Cadet Force would be an added recommendation. Residential accommodation available rent free for a bachelor prepared to undertake some boarding duties. (A Scale 2 post might be available for a suitably qualified applicant.)

Apply by letter, giving full curriculum vitae and the names of two referees, to the Headmaster, Royal Grammar School, Lancaster.

LINCOLNSHIRE
ASSISTANT

KING'S—V.C. DAY AND BOARDING GRAMMAR SCHOOL
Grantham
(Roll 740 with 180 in Sixth Form)

Required from summer or autumn term, 1980, TEACHER, preferably GRADUATE, to teach FRENCH with SPANISH. Scale 2 for suitably qualified candidate. Ability to offer games a distinct advantage. A residential post could be available.

Applications by letter giving full curriculum vitae with addresses and telephone numbers of two referees to the Headmaster, The King's School, Grantham, Lincs (telephone Grantham 3180), as soon as possible.

Further particulars obtainable from the Headmaster.

LONDON
BANCROFT'S SCHOOL
Woodford Green, Essex
Independent: Co-educational
700 pupils. H.M.C.
Required September, FRENCH SPECIALIST.

A considerable amount of Sixth Form teaching is involved, especially in Literature and Thought. It is hoped that the successful candidate will play an active part in games or other out of school activities.

Salary, Burnham Scale 1, with Outer London Allowance.

Applications (no forms) to Headmaster with curriculum vitae and names of two referees.

NEWCASTLE upon Tyne
(City of)
EDUCATION COMMITTEE
GOSFORTH HIGH SCHOOL
TEACHER OF FRENCH (Scale 1)
Required from September 1980, a suitably qualified TEACHER for appointment to a Scale 1 Post for FRENCH (capacity to teach Economics an advantage) at this county Co-educational Comprehensive High School.

Application forms and further particulars obtainable from and returnable to the Head Teacher, Gosforth High School, Great North Road, Gosforth, Newcastle upon Tyne, NE3 2JH on receipt of a foolscap stamped addressed envelope.

NEWHAM
(London Borough of)
ST. BONAVENTURE'S SCHOOL
St. Anthony's Road,
Forest Gate, E7 9QB
Head Teacher: Mr O. Craddy, B.Sc., A.F.I.M.A.
Number on roll: 800
TEACHER OF FRENCH
Scale 1
Required as soon as possible.
FRENCH TEACHER required to join a successful languages team. Ability to take German an advantage. Vacancy due to promotion.

London allowance: £600.

Application forms available from the Head Teacher to whom completed forms should be returned by 14 March, 1980.

Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
KING EDWARD VII HIGH SCHOOL
Gaywood Road, King's Lynn
Norfolk PE30 2QB
Headmaster: R. D. Greaves, M.A.
Required for September, 1980: TEACHER of FRENCH, Scale 2 or Scale 1 for new entrant to the profession. "A" level work for suitable candidate. Some German possible.

Please apply by letter as soon as possible enclosing tabulated curriculum vitae to the Headmaster, from whom further particulars may be obtained. In September, the school will have some 930 pupils on roll, with 160 in mixed Sixth Form. Years 1 and 2 mixed all-ability; years 3, 4 and 5 boys, selective.

NORTH YORKSHIRE
COUNTY COUNCIL
THE WENSLEYDALE SCHOOL
Leyburn, North Yorkshire DL8 5HY
Required for September, 1980, a TEACHER of FRENCH (Scale 1) to teach throughout this rural 11 to 18 comprehensive school of 570 pupils. This post could be filled by a well qualified new entrant to teaching.

Further details and application forms obtainable (on receipt of a S.A.E.) from and returnable to the Headmaster at the school.

NORTH YORKSHIRE
COUNTY COUNCIL
BURNHOLME SECONDARY MODERN SCHOOL
Bad Bargain Lane, York YO3 0LW
(Co-educational 11 to 16)
Required for April, 1980, TEACHER of FRENCH, Scale 1, in this general Secondary School of 600 pupils. Please state any supplementary teaching subject.

Application forms and further particulars available from the Headmaster (S.A.E., please), to whom they should be returned as soon as possible.

NORTH YORKSHIRE
COUNTY COUNCIL
RICHMOND SCHOOL
(Co-educational; 1,410 pupils; 11 to 18; Sixth Form 170)
Required as from September 1980: TEACHER for LANGUAGES able to teach FRENCH up to "A" level and preferably GERMAN up to "O" level. Scale 1 post. A large department offering an interesting range of courses.

Applications (s.a.e. if acknowledgement required) with curriculum vitae and the names of two referees should be sent as soon as possible to the Headmaster, Richmond School, Darlington Road, Richmond, North Yorkshire.

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
LLANDRINDOD HIGH SCHOOL
Dyffryn Road, Llandrindod Wells.
Tel: 2992
Required for 1st September, 1980 (or earlier if possible) a qualified TEACHER of FRENCH to assist in the teaching up to and including 'O' and C.S.E. levels. (Ref: 219/80).

Application forms and further particulars obtainable from the Headmaster, to whom completed forms should be returned by 7th March, 1980.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
MADELEY COMPREHENSIVE SCHOOL
Newcastle Road, Madeley
Crewe, Cheshire
Group 7
Age range 11 to 16 years
No. on roll: 550
Required from September 1980, GRADUATE TEACHER of FRENCH and GERMAN (Scale 1) to teach French throughout the school and to establish courses in German. This is an 11 to 16 school which has its first comprehensive intake in September, 1980.

Application forms and further particulars are obtainable, on receipt of a foolscap stamped addressed envelope, from the Head Teacher at the school, to whom completed forms should be returned not later than March 7, 1980.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
BRADWELL HIGH SCHOOL
Riceyman Road, Bradwell
Newcastle, Staffordshire ST5 8LP
Group 9
Age range 11-16 years
Number on Roll: 658
GRADUATE TEACHER of FRENCH and GERMAN (Scale 1) required from September, 1980, in this Mixed Comprehensive School to teach French throughout the school and assist in the teaching of German.

Application forms and further particulars are obtainable on receipt of a foolscap stamped addressed envelope to the Head Teacher at the school, to whom completed forms should be returned not later than 7th March, 1980.

TAMESIDE
(Metropolitan Borough)

LEIGH STREET COUNTY SECONDARY SCHOOL FOR GIRLS
Hyde, Cheshire SK14 2AP

Telephone: 061 368 1365
Required as soon as possible: ASSISTANT TEACHER in LANGUAGES/ART and CRAFT. Scale 1.

A GRADUATE or equivalent to teach two languages to 11 to 16 age group. This is an opportunity for an enterprising applicant to establish a second language. French is already taught throughout the school in a new department which welcomes initiative and ideas. An interest in linguistics and/or notional syllabuses an advantage. Reference 14147/T.E.S.

HATTERSLEY COMPREHENSIVE SCHOOL
Fields Farm Road, Hattersley
Hyde, Cheshire SK14 3NP
Telephone: 061 368 6172
Required for this mixed comprehensive school of 800 pupils:
ASSISTANT TEACHER—FRENCH
(Scale 1)
A temporary appointment for the Summer Term would be considered.

Applications for the above posts, by letter in the first instance, to the Head Teacher of the school concerned enclosing full curriculum vitae together with the names of two referees.

Reference 14147/TES.

WEST SUSSEX
COUNTY COUNCIL
MID-SUSSEX AREA
OAKMEADS SCHOOL
Station Road, Burgess Hill,
West Sussex RH15 9EA
Required Easter 1980, TEACHER of FRENCH, Scale 1, to join lively and committed department. Part-time or temporary applicants considered.

Form and details from Headmaster on receipt of S.A.E.

WEST SUSSEX
COUNTY COUNCIL
MID-SUSSEX AREA
DOWNLANDS SCHOOL
Dale Avenue, Hassocks
West Sussex BN6 8LP
Required for September, 1980, in expanding 11 to 16 comprehensive school (Group 10), TEACHER of FRENCH with some German, to public examination standard. Interest in audio-visual methods essential.

Form and details from Headteacher on receipt of S.A.E.

WILTSHIRE
COUNTY COUNCIL
HIGHWORTH COMPREHENSIVE SCHOOL
Shrivenham Road, Highworth near Swindon, Wiltshire
(Number on roll 840 mixed)
Required for September, 1980, a TEACHER of FRENCH, Scale 1 in this 11 to 17 age range school. The person appointed would join a flourishing department where 70 per cent of the pupils choose language as an option.

Highworth is a pleasant and growing country town about 6 miles north of Swindon, on the edge of the Cotswolds and only 4 miles from the Thames at Lechlade. The school is housed in modern buildings in a rural setting on the southern side of the town.

Further information and application forms are obtainable from the Headmaster. Please send stamped addressed envelope.

WORCESTER
WORCESTER COLLEGE FOR THE BLIND
Whittington Road WR5 2JU
Wanted for September, 1980, a TEACHER of FRENCH up to Sixth-Form level with subsidiary German or Latin, at this residential Grammar School for blind boys, aided and administered by the Royal National Institute for the Blind. The post will be Burnham Scale 1 and is very suitable for a young teacher willing to live in the College and undertake residential duties, for which he will be paid appropriate extraneous duties allowance. There will be a charge for board and lodging.

Previous experience with the blind valuable but not essential.

Apply to the Headmaster, giving the names of two referees.

WORCESTERSHIRE
MALVERN GIRLS' COLLEGE
Independent Boarding School for 500 girls
September, 1980, GRADUATE required in a MODERN LANGUAGES DEPARTMENT of seven to share in the teaching of FRENCH throughout the school to Oxbridge entrance. The post could be Scale 2 or 1 according to qualifications and experience.

Applications to the Headmistress with copies of testimonials if available and the names and addresses of two referees.

Music

Heads of Department

BERKSHIRE
LITTLE HEATH SCHOOL
Little Heath Road, Tilehurst, Reading
(Roll 1,275)
HEAD of MUSIC (Scale 3)
Required for September, 1980, an enthusiastic teacher to lead the Music Department consisting of one other full-time member of staff and four peripatetic instrumentalists. The school has flourishing choirs and orchestras and a developing musical tradition.

Details and application form from the Headmaster. Closing date 14th March.

EALING
(London Borough of)
EDUCATION SERVICE
VILLIERS HIGH SCHOOL
Boyd Avenue, Southall,
Middlesex UB1 3BT
Required for September, 1980, HEAD of MUSIC, Scale 3, to teach the subject to "A" level. Music plays an important part in the school which has a band and two choirs. There are a number of concerts as well as a musical production each year.

London Weighting £424.

Apply [illegible] to the Head at the school (S.A.E.).

ENFIELD
(London Borough of)
AYLWARD SCHOOL
Wilbury Way, London N18 1DK
Mixed Comprehensive
(Roll 1,500)
Required for Easter or September, 1980, HEAD of MUSIC DEPARTMENT, Scale 3 or 4 available for a well-qualified and experienced teacher. An enthusiastic person with wide musical interests is sought who will continue to develop the very good musical tradition that has been established in the school.

Very good facilities available including a theatre, individual practice rooms together with a peripatetic teacher for instrumental tuition.

Previous applicants will be considered and need not re-apply.

Substantial allowances in addition to scale post.

Consideration given to generous assistance with removal and relocation costs, temporary housing and two homes allowance.

Apply by letter giving full details and the names of two referees to the Head Teacher at the school as soon as possible.

EAST SUSSEX
COUNTY COUNCIL
(BRIGHTON AREA)
LONGHILL HIGH SCHOOL
Falmer Road, Rottingdean, Brighton
(Mixed, 12 to 16 Comprehensive)
Required April, 1980, HEAD of MUSIC. Scale 2. Well established orchestra. Scope and need to develop choral work.

Relocation Grant Scheme in approved cases.

Application forms from and for return to the Headmaster at the school as soon as possible.

SUTTON
(London Borough of)
STANLEY PARK HIGH SCHOOL
Stanley Park Road, Carshalton
Surrey, SM5 3HP
Co-educational; 700 on roll. Small developing Sixth Form.
HEAD of MUSIC, Scale 3.
Post available from the commencement of Summer Term for suitably qualified and experienced candidate. Pupils are prepared for "O" level and CSE examinations. Choral music is a well established tradition in the school.

Apply immediately by letter with curriculum vitae and copy testimonials to the Head Teacher of the school.

WARWICKSHIRE
AYLESFORD SCHOOL
Shelley Avenue, Warwick,
CV34 6LA
Required September HEAD of MUSIC, Scale 3, to be responsible for classroom teaching in Lower School and assist with "A" level, part of which is carried out in a music centre. Successful applicant will be required to maintain the Junior and Senior Orchestras and continue to organise and conduct public performances. Good facilities available.

Application form and further details from the Head at the School (S.A.E. please).

Other Posts on Scale 2 and above

CUMBRIA
COUNTY COUNCIL
ST. BENEDICT'S R.C. HIGH SCHOOL
Red Lonning, Whitehaven
(Voluntary aided mixed Comprehensive; 11 to 18 years; estimated roll September 1980 945)
Required for September, 1980, a TEACHER to be in charge of MUSIC in this developing school whose first comprehensive intake will enter fourth year in 1980. Scale 2 for suitable applicant. The person appointed will be given considerable freedom to develop the subject according to his/her own strengths and preferences. The school hopes to have its first Sixth Form in 1982.

Application forms and further details from the Head.

LONDON SW19
KING'S COLLEGE SCHOOL
Wimbledon SW19 4TT
Required for September, 1980, an ASSISTANT DIRECTOR of MUSIC in a large and thriving department whose activities cover all aspects of music, both academic and performing, and which occupies a new, purpose-built Music School. The department is responsible for both Senior and Junior Schools (990 boys, aged eight to 18).

A young, well-qualified musician is sought who can make a distinctive contribution to the already substantial instrumental and choral activities, share in general class teaching including "O" and "A" level and University Scholarship work, and assist in the administration of the department. Ability to play the organ and an interest in church music or jazz would be advantages.

Salary according to qualifications and experience, but equivalent to not less than Burnham Scale 3.

Applications, with curriculum vitae and names and addresses of two referees, to the Headmaster, from whom further details of the post can be obtained.

SUFFOLK
COUNTY COUNCIL
COUNTY MUSIC STAFF
There will be a vacancy from September, 1980, for a full-time peripatetic TEACHER of WOODWIND to work mainly in the West of the County and based on Bury St. Edmunds. Preference will be given to a flautist who could also teach clarinet. For an appropriately qualified teacher this is a Scale 2 appointment.

Further details and application forms (foolscap stamped addressed envelope please) are available from the Senior Music Adviser, County Music School, Bolton Lane, Ipswich.

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
COUNTY STAFF TEACHER
(MUSIC)
Required from April, 1980, a qualified TEACHER to join the peripatetic music team to teach Percussion in the northern area of the County. Scale 1. Essential Car User Allowance payable. Assisted Car Purchase Scheme.

Application form obtainable from D. P. J. Browning, M.A., Chief Education Officer, County Hall, Bedford.

BERKSHIRE
HIGHDOWN SCHOOL
Surley Row, Emmer Green,
Reading RG4 8LR
Number on roll: 1,500
(11-18 Comprehensive, Mixed)
Required April or September 1980 MUSIC TEACHER (Scale 1)
The subject is taught to C.S.E., "O" and "A" level. Extra curricular activities include two orchestras, a brass band and choral work at various levels.

Forms and further details available from the Headmaster (S.A.E.). Closing date March 10.

CROYDON
(London Borough of)
WESTWOOD GIRLS' HIGH
Spurgeon Road, Upper Norwood, S.E.19
Telephone: 01-653 1661
Tenable: From 21st April, 1980.
Required a well qualified and enthusiastic TEACHER to be responsible for MUSIC throughout the school. An ability to teach in other subjects, particularly Mathematics, would be a strong recommendation.

This is a girls' comprehensive school for the 11 to 14 age range, standing in its own grounds in a pleasant residential area.

Please apply by letter to the Headmistress, giving full curriculum vitae, enclosing a S.A.E. to the above address as soon as possible.

Salary: Burnham Scale 1.

With London Area Allowance, reasonable removal expenses will be reimbursed (details on request).

Lancashire
EDUCATION COMMITTEE

Closing Date: 3rd March, 1980

SECONDARY SCHOOLS
Forms/further details from and returnable to the Headteacher at the school. S.A.E. please.

SECONDARY SCHOOLS
SCALE 2 POSTS

Lancaster Girls' Grammar, Regent Street.
880 Girls incl. 180 in 6th Form
1st September, 1980.
Graduate to teach FRENCH 'O' and 'A' level. Some English.
Fleetwood Hesketh High, Beach Road
(1,485 mixed incl. 210 in Sixth Form)
September, 1980.
PHYSICS to 'A' level some lower school science.

SCALE 1 POSTS

Clitheroe Ribblesdale County Secondary (1,200), Queens Road
1st September, 1980.
CHEMISTRY/PHYSICS.
Blackpool, Greenlands High (1,200 girls: 70 Sixth Form)
Blapham Road
September, 1980.
FRENCH, Subsidiary German an advantage.
Blackpool, Montgomery High (1,050 mixed)
All Hallows Road, Bispham
1st May or 1st September, 1980.
GERMAN (Graduate) incl. 'O' level and French, Lower and Middle School.
Chorley St. Michael's C.E. High (Aided 916 Mixed), Astley Road
1 September, 1980.
MATHEMATICS.
Blackburn, Billinge High (1,250 mixed), Preston New Road
May/September, 1980.
RELIGIOUS EDUCATION/MUSIC.
Darwen, St. Thomas Aquinas R.C. High (500 mixed)
Birch Hall Avenue
September, 1980.
GIRLS' PHYSICAL EDUCATION. State other subject(s) offered.
Accrington St. Christopher's C.E. High, Queens Road West
860, Mixed.
May or September.
TECHNICAL DRAWING and WOODWORK.
Haslingden High (1,379), Broadway, Haslingden, Rossendale
1st May or 1st September, 1980.
METALWORK to 'O' level. Some Technical Drawing desirable.

COLLEGE OF FURTHER EDUCATION

SENIOR LECTURER,
Nelson and Colne College
September 1st, 1980.
Senior Lecturer in Creative Arts to lead a section of 12 full-time staff teaching Art Foundation. 'A' and 'O' level Art, providing servicing courses in Art across the College, and courses in Dance, Drama, Music and Media Studies.
The Chief Administrative Officer, Nelson and Colne College, Scotland Road, Nelson.
LECTURER I
W. R. Tuson College
1st May, 1980 (or as soon as possible).
Lecturer in HOTEL RECEPTION for all aspects of Hotel Reception Work.
S.A.E. for application forms and further details to Chief Administrative Officer, St. Vincent's Road, Fulwood, Preston.

Applications are invited for the following appointments in **Upper Schools** (mixed comprehensive 13-18) in the **Western Area** of the County from September, 1980.

KING EDWARD VI UPPER SCHOOL

BURY ST. EDMUNDS

(1,200 on roll, 200 in Sixth Form)

Teacher of ENGLISH (Scale 1)

to join a large Department with an excellent record of success at all levels.

Graduate to teach FRENCH with GERMAN (Scale 1)

Candidates should have wide interests and be willing to bring new ideas to a large and successful Department. This post is suitable for those seeking first teaching appointment.

MILDENHALL UPPER SCHOOL

New purpose-built school which opened in September, 1978—1,100 on roll.

HEAD of MUSIC (Scale 3) to continue development of a lively and imaginative Department.

HEAD of PHYSICS (Scale 3)

Teacher in charge of SOCIAL and RELIGIOUS EDUCATION (Scale 2)

Teacher of MATHEMATICS (Scale 2)

Teacher of PHYSICS (Scale 1)

Teacher of COMMERCE (Scale 1)

Teacher of COMMERCE/TYPEWRITING (Scale 1)

Closing date for applications: 7th March, 1980.

Further details and application forms obtainable (stamped addressed foolscap envelope please) from the Head of the School concerned.

Suffolk County Council

LEEDS CITY COUNCIL
DEPARTMENT OF EDUCATION

Unless otherwise stated, etc.:
Closing date for receipt of applications is 7th March, 1980.
In respect of Headships and Deputy Headships in all schools, and other posts in primary, middle and special schools, forms are available from and should be returned to the Director of Education, Department of Education, Great George Street, Leeds LS1 3AE.
For other posts in secondary and high schools, application by letter should be made to the headteacher of the school concerned, giving full details and the names of two referees.
The post reference number should be quoted on all correspondence.
Applications requiring acknowledgment and requests for forms and/or details must be accompanied by a stamped, addressed envelope.

PRIMARY SCHOOLS

SCALE 1 POST

S.145 DRIGHLINGTON JUNIOR SCHOOL (No. on roll: 338: 7-11 years)
Whitehall Road, Drighlington BD11 1LN
Telephone: 852444
Headteacher: Mr. R. Barnes
Required for April, 1980: teacher for mixed ability class of Third Year Juniors. Ability to play piano, assist with recorders and clarinet and/or be able to take boys' games advantageous.

HIGH/SECONDARY SCHOOLS

SCALE 4 POST (Readvertisement)

N.W.146 ST. MARY'S COMPREHENSIVE SCHOOL (No. on roll: 980 (mixed): 11-18 years)
Menston, Ilkley LS29 6AE
Telephone: Ilkley 72951
Headteacher: Mr. J. J. Dalton, B.A.
Required for September, 1980: HEAD OF MATHEMATICS. Honours graduate with experience of 'A' and, ideally, 'S' level work to lead 6-specialist team. Oxbridge Entrance taken. Experience in Computing desirable. Form and further particulars from headteacher returnable to Chairman of Governors, Rev. C. P. Finn, The Presbytery, Bridge Street, Otley, West Yorks.

SCALE 3 POSTS

N.E.147 BOSTON SPA COMPREHENSIVE SCHOOL (No. on roll: 1,953 (mixed): 11 plus-18 plus years)
Clifford Moor Road, Boston Spa, Wetherby LS23 6RW
Telephone: Boston Spa 842915
Acting Headteacher: Miss M. Cooke
Required for the Autumn Term, 1980: teacher of HISTORY to [illegible] Further details available from the headteacher.

N.148 CROSS GREEN SCHOOL (No. on roll: 1,050: 13-18 years)
Cross Green Lane, Leeds LS9 0DH
Telephone: 491301
Headteacher: Mr. G. Smith, B.A.
Required for September, 1980: teacher in charge of OFFICE STUDIES. C.S.E. and Pitmans examinations are taken and a B.E.C. general certificate course may be introduced in 1981. Further details obtainable from school.

SCALE 2 POSTS

N.W.149 ST. MARY'S COMPREHENSIVE SCHOOL (No. on roll: 980 (mixed): 11-18 years)
Menston, Ilkley LS29 6AE
Telephone: Ilkley 72951

Headteacher: Mr. J. J. Dalton, B.A.
Required for September, 1980: TWO Physical Education teachers to be responsible for Boys' and Girls' Departments.

SCALE 1 POSTS

ST. MARY'S COMPREHENSIVE SCHOOL (No. on roll: 980 (mixed): 11-18 years)
Menston, Ilkley LS29 6AE
Telephone: Ilkley 72951
Headteacher: Mr. J. J. Dalton, B.A.
N.W.150 Required for September, 1980: PHYSICS teacher to join strong Science Faculty.
N.W.151 Required for September, 1980: GEOGRAPHY GRADUATE to form team of three.
N.W.152 Required for September, 1980: assistant in REMEDIAL DEPARTMENT. Sound Mathematical background a recommendation.

HAMPSHIRE

EDUCATION COMMITTEE

The Hampshire Education Committee would especially welcome applications both from experienced teachers, and those in their final year of training, who wish to be considered for posts in SECONDARY SCHOOLS in the County, and can offer one or more of the following subjects:—

Mathematics; Science (particularly Physics and Chemistry)
Modern Languages; Technical Studies;
Business Studies.
Religious Studies and Music.

Applicants will find all vacancies described under school headings in the classified subject sections of this Supplement. Candidates who are not successful at their first interview will have the opportunity of being considered for similar posts in the Area.
In approved cases assistance may be granted towards removal expenses.

J. H. Aldam, County Education Officer.

County of Cleveland

SECONDARY SCHOOLS

All secondary schools are mixed comprehensive schools.

11-16 SCHOOLS

SCALE 3 HEAD OF HOUSE

NEWLANDS SCHOOL F.C.J. (Roll 667)
Saltersgill Avenue, Middlesbrough, Cleveland TS4 3JW
(Tel.: Middlesbrough 825311)

Required for September, 1980, a qualified and experienced Catholic teacher to be HEAD OF HOUSE. The post is not tied to a specific subject but experience in teaching Biology or Religious Education would be an advantage.
The person appointed will carry wide responsibilities in the pastoral work of the school.

SCALE 2 ASSISTANT HEAD OF HOUSE

LANGBAURGH SCHOOL (Roll 1,167)
Ormesby Road, Middlesbrough, Cleveland TS3 8RD
(Tel.: Middlesbrough 314619)

Required for September, 1980, or earlier if possible, a teacher to be ASSISTANT HEAD OF HOUSE.
Financial assistance with household removal expenses is available in approved cases.
Application forms and further details are obtainable from the Head Teachers at the addresses shown above. Applications by letter should include detailed information regarding education, training, qualifications and experience together with the names and addresses of two referees.
Completed application forms and letters of application should be submitted direct to the Head Teachers at the addresses shown above by not later than Friday, 7th March, 1980.

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ilea INNER LONDON EDUCATION AUTHORITY

Secondary Vacancies

The authority would be pleased to receive applications now from teachers who are already qualified for Scale 1 posts in the following subjects:

Business Studies
Chemistry
Design & Technology
English
French
Geography
History
Home Economics
Mathematics
Physics
Religious Education

Posts in the Authority's teaching service carry an Inner London Allowance of £474 p.a. in addition to the Burnham Salary.

The appropriate application form may be obtained from the Education Officer (TS2), Room 67, Main Building, The County Hall, London SE1 7PB and you are very welcome to telephone 01-633-2101 for further details. Please state whether you are seeking a first teaching appointment.

METROPOLITAN BOROUGH OF
Rochdale

EDUCATION DEPARTMENT

HIGH SCHOOLS

WARDLE (11-16)
Birch Road, Wardle, Rochdale, OL12 9RD
Tel. Littleborough 73911
Required for after Easter:

Scale 1 General Subjects with English and P.E.

Application forms are available, on receipt of a foolscap stamped addressed envelope from the Head Teacher at the school, to whom they should be returned on completion. Closing date 7th March, 1980.

CARDINAL LANGLEY R.C. HIGH (11-18)
Rochdale Road, Middleton, Manchester, M24 2GL
Tel. 061-643 4009

(1) Scale 1 Boys P.E.

(2) Scale 2 Mathematics

Ability to teach Computer Studies and 'A' Level Maths essential.
For both posts application should be by letter immediately to the Head Teacher at the school, giving details of age, qualifications and experience together with the names and addresses of two referees. Closing date 7th March, 1980.

CYNGOR SIR
GWYNEDD
COUNTY COUNCIL

ADRAN ADDYSG
YSGOL UWCHRADD BODEDERN
(Cyfun 11-18: 800 o ddisgyblion)
Yn eisiau ar gyfer 1af Medi 1980:

1. Pennaeth Mathemateg (Graddfa 3)
I gydweithio Phennaeth y Gyfadran ac i ofalu am ddysgu'r pwnc hyd at Safon Uwch (TAG). Disgwylir i'r ymgeisydd llwyddiannus ddarparu deunydd dysgu yn y ddwy iaith ar gyfer Mathemateg (safon TAG (O ac A) TAU) a Rhifyddeg (TAU Modd III).

2. Pennaeth Ffiseg (Graddfa 3)
I gydweithio ag athrawon gwyddoniaeth eraill dan gyfarwyddyd Pennaeth y Gyfadran, ac i ofalu am ddysgu'r pwnc hyd at Safon Uwch (TAG). Bydd y Pennaeth hefyd yn gyfrifol am Dechnoleg Rheoli (TAU) a bydd angen iddo ddysgu Gwyddoniaeth Gyffredinol i rai dosbarthiadau ym mlynyddoedd 1, 2 a 3 a chyfrannu tuag at ddatblygiad y pwnc. Byddai'r gallu i ddysgu peth Mathemateg yn fantais.

3. Pennaeth Cerdd (Graddfa 3)
I ofalu am ddatblygu y pwnc a'i ddysgu drwy'r ysgol i fyny i safon arholiadau TAG a TAU. Gobeithir cynnig cwrs lefel 'A' gyda hyn ond tan hynny disgwylir i'r Pennaeth ddysgu ychydig bach o waith mewn pynciau eraill. Bydd ganddo/ganddi gyfrifoldeb am ddatblygu'r ochr gerddorfaol gan gynnwys trefniadau hyfforddiant offerynnol gyda'r athrawon teithiol, meithrin a hybu cerdd dant a chyfrannu gyda'r aelodau eraill y gyfadran i weithgareddau diwylliannol a chymdeithasol yr ysgol a'r ardal.

4. Athro/Athrawes Gynorthwyol Saesneg (Graddfa 1)
I ddysgu'r pwnc yn bennaf i ddosbarthiadau blwyddyn 1 a 2 yn yr Ysgol Isaf ac i dri dosbarth safon TAU ym mlynyddoedd 3, 4 a 5.

5. Athro/Athrawes Gynorthwyol Cymraeg (Graddfa 1)
I ddysgu'r pwnc yn bennaf i ddosbarthiadau blwyddyn 1 a 2 yn yr Ysgol Isaf ac i dri dosbarth safon TAU ym mlynyddoedd 3, 4 a 5.

6. Athro/Athrawes Gynorthwyol Hanes (Graddfa 1)
I ddysgu cwrs integredig o astudiaethau'r amgylchfyd yn yr Ysgol Isaf a Hanes i flynyddoedd 3, 4 a 5. Fe fydd ef/hi yn cyd-ddysgu grwpiau arholiad TAG a TAU gyda phennaeth y pwnc a dymunol fuasai derbyn ceisiadau gan raddedigion mewn Hanes.

Mae'n bwysig iawn fod pob ymgeisydd am y swyddi yma yn barod ac yn abl gobeithio, i ddysgu'r gwahanol bynciau drwy gyfrwng y Gymraeg a'r Saesneg. Disgwylir hefyd ymroddiad a chyfraniad i fywyd cymdeithasol yr ysgol ac i ofal bugeiliol y plant.

FFURFLENNI CAIS I'R CYFAN O'R SWYDDI UCHOD I'W CAEL O'R SWYDDFA ADDYSG RHANBARTHOL, NEUADD Y SIR, LLANGEFNI, YNYS MON, GWYNEDD.
DYDDIAD CAU: MAWRTH 4, 1980.

YSGOLION UWCHRADD

YSGOL GYFUN LLANGEFNI
(Cyfun 11-18: 1,000 o ddisgyblion)
1. Yn eisiau ar gyfer Medi 1, 1980, athro/athrawes raddedig i ddysgu DAEARYDDIAETH drwy gyfrwng y Gymraeg hyd at lefel 'A'. Cyflog Graddfa 2.
2. Yn eisiau ar gyfer Ebrill 14, 1980 athro/athrawes i ddysgu plant adferol yn y flwyddyn gyntaf ac hefyd ychydig o Hanes yn y flwyddyn yma.
Swydd dros-dro yn ystod Absenoldeb Mamolaeth.
Cyflog Graddfa 1.

YSGOL DAVID HUGHES, PORTHAETHWY
(Cyfun 11-18: 1,400 o ddisgyblion)
Yn eisiau ar gyfer Ebrill 1980, athro/athrawes i ddysgu Dosbarthiadau Adferol. Rhaid i'r ymgeisydd llwyddiannus feddu ar gymhwyster arbennig i ddysgu plant sydd a phroblemau addysgol ganddynt ac brofiad sylweddol o ddysgu yn y maes hwn.
Bydd gwybodaeth rugl o'r Gymraeg yn hanfodol ac gyfer y swydd.
Cyflog Graddfa 1.

YSGOL DYFFRYN CONWY, LLANRWST
(Cyfun 11-18: 1,050 o ddisgyblion)
1. Yn eisiau ar gyfer Medi 1980 athro/athrawes profiadol a graddedig fel PENNAETH yr ADRAN DAEARYDDIAETH.
Dysgir y pwnc drwy gyfrwng y Gymraeg a'r Saesneg hyd at Safon Gyffredin a safon Uwch. Disgwylir i'r ymgeisydd llwyddiannus sefydlu cyrsiau newydd fel Astudiaethau Bro etc. i safon TAU.
Cyflog Graddfa 3.
2. Yn eisiau ar gyfer Medi 1980 athro/athrawes MATHEMATEG i ddysgu'r pwnc hyd at lefel 'O' ac 'A'.
Cyflog Graddfa 1.

YSGOLION CYNRADD

YSGOL FFORDD Y DYFFRYN, LLANDUDNO
Gwahoddir ceisiadau am swydd DIRPRWY i Ysgol Gynradd Ffordd y Dyffryn, Llandudno. (Grwp 5)
FFURFLENNI CAIS I'R SWYDD UCHOD I'W CAEL GAN Y CYFARWYDDWR ADDYSG, SWYDDFA ADDYSG, STRYD Y CASTELL, CAERNARFON, GWYNEDD.
DYDDIAD CAU: MAWRTH 4, 1980

YSGOL Y BERWYN, Y BALA
(Cyfun 11-18: 550 o ddisgyblion)
Yn eisiau cyn gynted ag y bo modd:
Athro/Athrawes GWYDDOR TY i ddysgu coginio drwy'r ysgol o Ddosbarth 1-6 ac yn alluog ac yn barod i wneud hynny trwy'r Gymraeg a'r Saesneg. Paratoir ymgeiswyr at arholiadau TAU, 'O' ac 'A' yn y ddwy iaith.
Cyflog Graddfa 2.
FFURFLENNI CAIS I'R CYFAN O'R SWYDDI UCHOD I'W CAEL GAN BRIFATHRO'R YSGOL BENODOL AC I'W DYCHWELYD IDDO ERBYN MAWRTH 4, 1980.

EDUCATION DEPARTMENT
YSGOL DYFFRYN CONWY, LLANRWST
(Comprehensive 11-18: 1,050 pupils)
Required for September 1980, teacher of MATHEMATICS up to 'O' and 'A' level.
Salary Scale 1.
APPLICATION FORMS FOR THE ABOVE POST AVAILABLE FROM THE HEADTEACHER OF YSGOL DYFFRYN CONWY, LLANRWST, GWYNEDD, AND SHOULD BE RETURNED TO HIM BY MARCH 4, 1980.

SECONDARY
Music
continued

DONCASTER

DON VALLEY HIGH SCHOOL
Jossey Lane, Scawthorpe,
Doncaster DN5 9DD
Doncaster 781328

Required for the Summer Term, 1980, TEMPORARY TEACHER of MUSIC (Scale 1).
Application forms available from the Headmaster at the school (S.A.E. please) to whom completed forms should be returned as soon as possible.

HAMPSHIRE
ST. VINCENT SCHOOL
Mill Lane, Gosport
Mixed Comprehensive
(1,269 on roll)
Required 14th April:— MUSIC and HUMANITIES, Scale 1.
Temporary appointment to 31st August, 1980.
Send curriculum vitae, names/addresses of two referees and S.A.E. to Head.

HEREFORD AND WORCESTER
COUNTY COUNCIL
EDUCATION DEPARTMENT
KING CHARLES I SCHOOL,
Chester Road South,
Kidderminster DY10 1XA
A MUSICIAN at Scale 1, able and willing to offer another subject, is required for September 1980.
The School is expanding and will then be a 10 form entry mixed comprehensive 13-18 School with an academic Sixth Form of about 360. The Department is housed in new purpose built accommodation.
Please apply by letter to the Headmaster giving details of education, qualifications, experience and interests together with the names and addresses of two referees. Applications will be acknowledged with further information.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
SOUTHFIELDS SCHOOL
Singlewell Road, Gravesend, Kent DA11 7RF
(Roll 1,020 mixed)
This is a mixed Secondary High School, age range 11 to 16, in the Thames-side Scheme for secondary organization. Unselected entry into Lower School. Main School courses are based on G.C.E. and C.S.E. syllabuses in most cases.
Required for the Summer Term beginning 21st April, 1980— TEACHER of MUSIC. This post falls within the Faculty for Cultural Subjects, which offers opportunities for teachers who are interested in developing courses in association with teachers of Drama. Applications will be welcome from new entrants to the profession as well as from experienced teachers.
Apply immediately (no forms) to the Headmaster, giving full particulars and the names and addresses of professional referees.

LINCOLNSHIRE
NORTH HYKEHAM—THE ROBERT PATTINSON COMPREHENSIVE SCHOOL
(Burnham Scale 1, £3,231 to £5,085 plus 72 per annum Supplement)
Number on roll: 1,165
Required from 15 April, 1980, semi-specialist MUSIC TEACHER, for two-thirds of teaching programme, capable of teaching all abilities up to 'O' level and with responsibility for Junior Choir. Skilled pianist essential and ability to contribute one-third in either typing, French or German a great advantage.
This is an 11-18 mixed comprehensive school standing in 20 acres of grounds approximately 1 mile outside Lincoln City Boundary.
Please send letters of application, curriculum vitae and names and addresses of two referees direct to the Headmaster at the School, Moor Lane, North Hykeham, Lincoln LN6 9HF, as soon as possible before 11 March, 1980.

MID-GLAMORGAN
COUNTY COUNCIL
EDUCATION COMMITTEE
TEACHING STAFF
MERTHYR TYDFIL DISTRICT
INSTRUMENTAL MUSIC
TEACHER of the VIOLIN/VIOLA required for primary and secondary schools in the district. Applicants must be qualified teachers with at least Grade VII of the Royal Schools of Music in the playing of the violin or viola. Scale 1.
Application forms, to be returned by 27th February, 1980, obtainable on receipt of a stamped addressed foolscap envelope from the District Education Officer, District Education Office, Pontmorlais, Merthyr Tydfil.
Canvassing will disqualify.
W. Aylwyn Jones, Director of Education.

NORTHAMPTONSHIRE
COUNTY INSTRUMENTAL TEACHING TEAM
A vacancy exists in the COUNTY INSTRUMENTAL TEACHING TEAM for a full-time TEACHER/INSTRUCTOR of STRINGS (preferably violin) to work in the Corby area. Scale 1.
The work will include some involvement in the local Music Centre.
Scale 2 post available for experienced candidate.
Further details and application form from the County Education Officer (Reference DL), Northampton House, Northampton NN1 2HX.

SANDWELL
(Metropolitan Borough of)
WOOD GREEN HIGH SCHOOL
(11 to 18 Comprehensive)
Required for September, 1980
MUSIC
Scale 1.
To share work throughout school with Head of Department. Good facilities in modern Music block.
Application forms and further details available from and returnable immediately to Head Teacher, Wood Green Road, Wednesbury, West Midlands.

WILTSHIRE
HIGHBURY SCHOOL
[illegible], Salisbury SP1 1BB
[illegible] TEACHER of MUSIC required for September 1980. Examination courses are being established but much of the work [illegible] involve extra curricular [illegible] obtained from [illegible] Mr W. G. [illegible] of a S.A.E.

Pastoral

Heads of Department

STAFFORDSHIRE
EDUCATION COMMITTEE
CHESLYN HAY HIGH SCHOOL
Saredon Road, Cheslyn Hay,
Walsall.
A purpose-built community High School which receives its first Sixth Form intake in September, 1980.
Applications are invited for the Summer Term for HEAD of SIXTH FORM STUDIES (Scale 4).
Overall responsibility for academic and pastoral welfare of the sixth form to organise and develop a General Studies Department.
Application forms obtainable from and returnable to the Headteacher (S.A.E.).

WEST SUSSEX
COUNTY COUNCIL
MID-SUSSEX AREA
WARDEN PARK SCHOOL
Broad Street, Cuckfield
Haywards Heath, Sussex RH17 5DP
11-16 mixed comprehensive
1,450 pupils on roll
Required for September, 1980, HEAD of HOUSE, Scale 4, to take responsibility for house of approximately 180 pupils covering the age and ability range of the school.
Please state teaching subjects offered.

Other Posts on Scale 2 and above

ESSEX
THE HEDINGHAM SCHOOL
(Roll 1188)
Yeldham Road,
Sible Hedingham
Halstead CO9 3QH.
Tel: Hedingham 60470/1.
YEAR TUTOR Scale 3.
Required September 1980—A well organised 5th FORM TUTOR. Good appointment for ambitious teacher, with opportunities to innovate.
Curriculum vitae and names of referees to the Headteacher (foolscap S.A.E. please).

Physical Education

Heads of Department

HAMPSHIRE
THE WESTGATE SCHOOL
Cheriton Road, Winchester
(11 to 16 Comprehensive. Mixed. 900 on Roll)
HEAD of PHYSICAL EDUCATION (Scale 3)
Curriculum vitae, two referees to Headmistress with S.A.E.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TONBRIDGE AND MALLING DIVISION
PHYSICAL EDUCATION, HEADS OF DEPARTMENT
HAYESBROOK SECONDARY SCHOOL FOR BOYS
Brook Street, Tonbridge
Headmaster, Mr. B. Barkley, B.Sc.
Telephone: Tonbridge 352675
(Roll 835 boys, 11 to 16)
Required for April or September, qualified and experienced teacher as HEAD of PHYSICAL EDUCATION (Scale 2).
Applications are invited from teachers with sound, proven ability in a wide range of activities.
Letter of application to the Headmaster at the school, together with curriculum vitae and names and addresses of two referees as soon as possible.

STAFFORDSHIRE
EDUCATION COMMITTEE
THE RAWLETT HIGH SCHOOL
Comberford Road, Tamworth
Required for Summer, 1980, or as soon as possible, well qualified and experienced TEACHER as HEAD of GIRLS' PHYSICAL EDUCATION, Scale 3, in this new comprehensive school.
Further details and application forms obtainable from and returnable to the Headmaster at the School (S.A.E. please).

STAFFORDSHIRE
EDUCATION COMMITTEE
CHENET SCHOOL
Allport Street, Cannock WS11 1JU
Required for April 21, 1980 TEACHER to take charge of GIRLS' PHYSICAL EDUCATION and GAMES, Scale 3. The school has good facilities with extensive playing fields adjacent to the buildings. Applicants should have all round ability and enjoy the challenge of organising a flourishing department.
Application forms obtainable from and returnable to the Headteacher (S.A.E.)

SUFFOLK
COUNTY COUNCIL
ST. FELIX V.C. C. of E. MIDDLE SCHOOL
Fordham Road, Newmarket
(Mixed comprehensive 9-13)
550 on Roll
Required for April or September, 1980, PHYSICAL EDUCATION CO-ORDINATOR (Scale 3) at this purpose built Middle School. The person appointed will be required to accept the wider responsibility for girls' welfare.
Further details and application forms obtainable (S.A.E., please) from the Headmaster at the School.

Other Posts on Scale 2 and above

CUMBRIA
COUNTY COUNCIL
ST. BENEDICT'S R.C. HIGH SCHOOL
Red Lonning, Whitehaven
(Voluntary Aided, mixed comprehensive, 11 to 18 years estimated number on roll September, 1980, 945).
Required for September, 1980, a TEACHER to be in charge of GIRLS' PHYSICAL EDUCATION in this developing school whose first comprehensive intake will enter fourth year in 1980. Scale 2. The school, which hopes to have its first Sixth Form in 1982, has a well-equipped gymnasium and excellent sports hall, with playing fields on site. Major games are netball, hockey, cross country, rounders and athletics.
Application forms and further details from the Head.

STAFFORDSHIRE
EDUCATION COMMITTEE
NORTON CANES COMPREHENSIVE SCHOOL
Burntwood Road, Norton Canes,
Cannock
Required for September, 1980, a qualified SPECIALIST to take charge of the Girls' PHYSICAL EDUCATION throughout the school.
Scale 2 post available for suitably qualified and experienced teachers. New entrants will also be considered for this appointment.
The school has been provided with specialised facilities which include a games hall and a new gym/dance studio.
Application forms and further particulars obtainable from and returnable to the Head Teacher (S.A.E.).

Scale 1 Posts

AMERICA

TEACHING SPORTS IN AMERICA

Numerous vacancies in American summer camps for people with skills in Physical Education. Mid-June to late-August, 1980. Round-trip flight, board and lodging and minimum $195 salary—See Bunacamp advertisement in Holiday Section.

BEDFORDSHIRE

SOUTHERN AREA

ICKNIELD HIGH SCHOOL
Riddy Lane, Luton, Beds

Headmaster: Mr. A. R. Heggs B.A.

Required as soon as possible, TEACHER of GIRLS' PHYSICAL EDUCATION to teach a full age range in all aspects of Physical Education/Games. An enthusiasm for hockey and gymnastics is an advantage.
Some assistance with accommodation may be possible.

PUTTERIDGE HIGH SCHOOL
Putteridge Road, Luton, Beds

Headmaster: Mr. A. Price B.Sc.

Required for April or September, 1980, a TEACHER for GIRLS' PHYSICAL EDUCATION, Scale 1.

Some assistance with accommodation may be possible.

Further details and application forms (for both posts) obtainable from and returnable to the Headmaster (S.A.E. please).

BEDFORDSHIRE

NORTHERN AREA

THE SAMUEL WHITBREAD UPPER SCHOOL

Shefford Road, Clifton, Shefford
Bedfordshire SG17 5RT
Head, K. S. Dodsworth, M.A.

Required for September, 1980, two teachers of PHYSICAL EDUCATION for GIRLS: one post is on Scale 1, the other on Scale 2. Hockey and Netball are the principal games, and modern educational dance is a developing feature. The school is well equipped with gymnasium, dance studio, sports hall, hard play area and playing fields on site.

Further particulars and application forms from the Head at the school. Closing date: 7th March, 1980.

BRENT
(London Borough of)
WILLESDEN HIGH (MIXED) COMPREHENSIVE SCHOOL,
Doyle Gardens, NW10 3ST
(Roll 1449, 11-18, Social Priority School).
Required in April or as soon as possible thereafter— TEACHER for GIRLS' PHYSICAL EDUCATION (Scale 1). Activities include Netball, Hockey, Volleyball, Badminton, Gym, Dance, Swimming, Athletics. Special interest in Volleyball and Badminton would be an advantage.
London Allowance of £609 per annum is payable and there is a scheme for assistance with removal expenses including legal fees etc., travelling and lodging allowances. Candidates should apply by letter to the Head of the School within 7 days giving age, present post, qualifications, experience and references, enclosing (S.A.E.) for reply.

ENFIELD
(London Borough of)
SOUTHGATE SCHOOL
Sussex Way, Cockfosters, Herts EN4 0BL
Roll: 1,150
Required for September, 1980, TEACHER for GIRLS' PHYSICAL EDUCATION (Scale 1), specialising in Dance and Netball, but qualified in all aspects of Physical Education.
London allowance payable £409 per annum.
Consideration given to generous assistance with removal and relocation costs, temporary housing and two homes allowance.
Application forms (stamped addressed foolscap envelope) obtainable from the Head Teacher, to whom they should be returned as soon as possible.

HULL
HYMERS COLLEGE
H.M.C. D.G. Independent 800 boys
A MASTER will be required in September to share the work in the PHYSICAL EDUCATION department with one other master. The main school games are Rugby and Cricket, but there are facilities for Tennis and Squash.
Burnham Scale 1 or 2.
Write to Headmaster (no forms) with names, addresses and telephone numbers of two referees.

LINCOLNSHIRE

ASSISTANT

DEEPINGS COUNTY SECONDARY SCHOOL

(Scale 1; Roll 900)

Required from Autumn Term, 1980, TEACHER of BOYS' PHYSICAL EDUCATION at this developing school with excellent Leisure Centre sporting facilities. Initially additional subject required preferably German or English but applications from other disciplines invited.
Further particulars and application forms obtainable from the Headmaster, Deepings County Secondary School, Park Road, Deeping St. James, Peterborough PE6 8NF (Telephone [illegible]) (Stamped addressed foolscap envelope please).

LONDON
NOTTING HILL AND EALING HIGH SCHOOL
Girls' Public Day School Trust
2 Cleveland Road, Ealing, London W13 8AX
Required for September, 1980, PHYSICAL EDUCATION SPECIALIST to share in the teaching throughout the school of Gymnastics, Hockey, Netball, Tennis, Swimming and Badminton, and also preferably to take classes in Dance.
Applications, together with curriculum vitae and names of two referees, to be sent as soon as possible to the Headmistress at the school.
Burnham Scale with Inner London allowance.

LONDON
DEVAS CLUB
Require full time DEPUTY WARDEN.
See under Youth Community.

NORTH YORKSHIRE
COUNTY COUNCIL
STOKESLEY SCHOOL
Station Road, Stokesley
Middlesbrough TS9 5AL
Required from September, 1980, a TEACHER of GIRLS' PHYSICAL EDUCATION (Scale 1) for this 11 to 18 mixed comprehensive school (roll 1,320), pleasantly situated on the edge of the North Yorkshire Moors. An ability to contribute a second subject would be helpful.
Further details (s.a.e., please) are available from the Headmaster to whom application forms should be submitted as soon as possible.

NOTTINGHAMSHIRE
QUEEN ELIZABETH GIRLS' SCHOOL
Woodhouse Road, Mansfield, Notts.
Upper Comprehensive School. Six-stream. 650 girls
Required in April for a period of one term only owing to a change in numbers, a qualified TEACHER for PHYSICAL EDUCATION with some ART.
Please apply directly to the Headmistress at the school (no forms) with a curriculum vitae, copies of any testimonials and the names of two professional referees.

REDBRIDGE
(London Borough of)
This pleasant largely residential borough in north-east London will have a number of temporary posts available for the Summer Term 1980 for suitably qualified TEACHERS of BOYS' PHYSICAL EDUCATION, Scale 1, with Outer London Allowance.
Application forms available from J. E. Fordham, B.A., Chief Education Officer, 255/259 High Road, Ilford, Essex IG1 1NN, to whom completed forms should be returned by 10th March 1980.

SANDWELL

(Metropolitan Borough of)

WOOD GREEN HIGH SCHOOL
(11 to 18 Comprehensive)

Required for September 1980: BOYS' PHYSICAL EDUCATION (Scale 1).

Application forms and further details available from (and returnable immediately to) Head Teacher, Wood Green Road, Wednesbury, West Midlands.

SHEFFIELD (City of)
EDUCATION COMMITTEE
NORFOLK SCHOOL
Craddock Road, Sheffield S2 2JX
TEACHER of BOYS' PHYSICAL EDUCATION, Scale 1 plus SPS.
Required for September, 1980, a Teacher of Boys' Physical Education. Candidates offering the major games of Football and Cricket together with an enthusiasm for all other physical educational activities will be preferred.
Application forms from the Acting Head Teacher at the school.

WILTSHIRE
ST. EDMUND'S GIRLS' C.E. CONTROLLED SECONDARY MODERN SCHOOL
Laverstock, Salisbury.
No. on Roll: 750.
Required for Easter or September, 1980, A TEACHER for PHYSICAL EDUCATION. The successful applicant should be able to offer a range of activities, including trampolining, netball and swimming. The School has a fully equipped Gymnasium and part use of a Sports Hall, and there are excellent playing fields. The person appointed would be expected to play a full part in the work of the Department and of the School. Scale 1 Post.
Application forms, on receipt of a stamped addressed envelope, from the Headmistress, Mrs. R. C. Griffon, at the School.

Religious Education

Heads of Department

BERKSHIRE
HUGH FARINGDON R.C. (VOLUNTARY AIDED) SCHOOL
Fawley Road, Reading
Number on roll: 850 (mixed)
Required September, 1980: HEAD of RELIGIOUS STUDIES (Scale 3) to organize department and share in the teaching of Religious Education throughout this 11-16 school, which admitted its first comprehensive intake in September, 1979. The Governors would wish to appoint an experienced, well-qualified Catholic to undertake this important curriculum responsibility.
Forms and further details from Headmistress (S.A.E.). Closing date, March 10.

NEWCASTLE upon Tyne (City of)
EDUCATION COMMITTEE
GOSFORTH HIGH SCHOOL
HEAD of RELIGIOUS STUDIES (Scale 2 or 3)
Required from September 1980, a suitably qualified and experienced TEACHER for appointment to the post of HEAD of RELIGIOUS STUDIES at this county Co-educational Comprehensive High School.
A Scale 2 or 3 post is available to a suitable candidate (see further details).
Application forms and further particulars obtainable from and returnable to the Head Teacher, Gosforth High School, Great North Road, Gosforth, Newcastle upon Tyne NE3 2JH, on receipt of a foolscap S.A.E.

NEWHAM
(London Borough of)
ST BONAVENTURE'S SCHOOL
St Antony's Road
Forest Gate, E7 9QB
Head Teacher: Mr O. Craddy, B.Sc., A.F.I.M.A.
Number on Roll: 800
HEAD of DEPARTMENT of RELIGIOUS EDUCATION, Scale 3/4, required September 1980
Well qualified practising Catholics are invited to apply for this important post in a Boys' Comprehensive School. The vacancy is due to retirement.
Courses are well established to C.S.E., "O" and "A" levels.
The Governors are looking for a leader who can initiate, develop and coordinate the work of teachers and chaplains for the spiritual welfare of the school. Preliminary visits are welcome.
London Allowance £609.
Application forms further particulars available from the Head Teacher, to whom completed forms should be returned by 14th March, 1980.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

Other Posts on Scale 2 and above

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TONBRIDGE AND MALLING DIVISION
Religious Education, Heads of Department
HAYESBROOK SECONDARY SCHOOL FOR BOYS
Brook Street, Tonbridge
Headmaster: Mr B. Barkley, B.Sc.
Tel.: Tonbridge 352675
Roll: 835 boys 11 to 16
Required for April or September, a qualified and experienced teacher as HEAD of RELIGIOUS EDUCATION (Scale 2).
An enthusiastic teacher, with an awareness of the wider significance of the subject is sought. The ability to contribute to the Humanities team in years 1 to 3 an advantage.
Letter of application to the Headmaster at the school, together with curriculum vitae and names and addresses of two referees as soon as possible.

Scale 1 Posts

BEDFORDSHIRE

NORTHERN AREA

THE SAMUEL WHITBREAD UPPER SCHOOL
Shefford Road, Clifton,
Shefford, Beds SG17 5RT
Head, K. S. Dodsworth, M.A.

Required from September, 1980, a RELIGIOUS EDUCATION TEACHER, Scale 1, with good academic qualifications. The successful candidate will be required to work with senior staff to develop new approach to the subject. An enthusiasm to stimulate examination work and contribute to well-established moral education courses would be an advantage.

Further particulars and application forms available from the Head of the school at the above address. Closing date: 7th March 1980.

DERBYSHIRE
EDUCATION COMMITTEE
LITTLEOVER SCHOOL
Pastures Hill, Derby DE3 7BD
11 to 18 (mixed) comprehensive
70 in Sixth Form
Required for September, 1980: TEACHER of RELIGIOUS EDUCATION (Scale 1). Opportunity of examination work for suitably qualified candidate.
Apply by letter to the Headmaster stating full curriculum vitae and names and addresses of two referees. (S.A.E. for further information please.)

DONCASTER

EDLINGTON COMPREHENSIVE SCHOOL
Tait Avenue, Edlington
Doncaster DN12 1HH
Rotherham 864100
Headmaster: J. S. Welch, MA.

Required for September, 1980, TEACHER of RELIGIOUS EDUCATION, Scale 1, to join a thriving department of three specialists. All pupils take this subject and it is linked to the Core Social Education Course in the 4th and 5th year. 'A' level teaching is available for a suitable applicant.
The school takes all pupils aged 12 to 18 living in its very well mixed catchment area, and was purpose built in 1967 on a 30 acre site on the edge of open country.
Application forms and further particulars are available from the Headmaster at the above address (S.A.E. please) to whom completed forms should be returned as soon as possible.

HARINGEY
(London Borough of)
ST. THOMAS MORE SCHOOL
Glendale Avenue, Wood Green,
London N.22
Telephone number: 888 7122
(Number on roll 1,000 boys and girls)
RELIGIOUS EDUCATION (Scale 1) —available from 1st September, 1980.
Applications are invited from suitably qualified teachers for this post. The Department plays an active part in the religious life of the school, including assemblies and pastoral work. An enthusiastic teacher is required to join this expanding Department.
London allowance (£609) payable. Removal expenses, 100 per cent allowed in approved cases.
Forms of application (S.A.E.) available from the undersigned to be returned to the Head of the school as soon as possible.
Chief Education Officer, Education Offices, Somerset Road, N17 9EH.

ISLE OF WIGHT
COUNTY COUNCIL
MEDINA HIGH SCHOOL
Fairlee Road, Newport,
Isle of Wight PO30 2DX.
Age range 13-18 years
1,198 on roll
Required for September, 1980, a RELIGIOUS EDUCATION TEACHER (Scale 1). A full-time specialist teacher is sought and the person appointed will be expected to teach the subject to all levels and abilities. Medina High School is a developing 13-18 comprehensive housed in purpose-built accommodation.
Application forms (s.a.e.) from the Headmaster at the school, to whom they should be returned by 7th March, 1980.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GILLINGHAM DIVISION
THE HOWARD SCHOOL
Gillingham
(A Grammar-Modern School of 1,800 boys aged 11 to 19 with a Sixth Form of 250)
Required from Easter or September, TEACHER of RELIGIOUS EDUCATION. The post is a permanent one, but a temporary appointment for just the Summer Term would be considered. Previous experience not essential. Facilities are excellent and examination work is available for a suitably qualified applicant. Apply to the Headmaster with a curriculum vitae and names of referees.
SWALE DIVISION
SITTINGBOURNE, ST. JOHN'S HIGH SCHOOL FOR BOYS
Swanstree Avenue, Sittingbourne
Scale 1 TEACHER required for RELIGIOUS STUDIES in this Boys' High School for 11-16 year olds.
This is a Newsom school offering opportunities for extended school day work for which appropriate fees are payable.
Letters of application to the Headmaster at the school together with the names and addresses of two referees as soon as possible.

LINCOLNSHIRE
ASSISTANT
DEEPINGS COUNTY SECONDARY SCHOOL
Scale 1. Roll 900
Required from autumn term, 1980, TEACHER of RELIGIOUS EDUCATION to C.S.E./"O" level at this developing comprehensive school. Initially, Additional subject required, preferably English or Geography, but applications from other disciplines are invited.
Further particulars and application forms obtainable from the Headmaster, Deepings County Secondary School, Park Road, Deeping St James, Peterborough PE6 8NF. (Telephone 0778 342159) (S.A.E.)

LIVERPOOL
BELLERIVE CONVENT GRAMMAR SCHOOL
Windermere Terrace, Princes Park,
Liverpool L8 3SB
Required for September, 1980: Qualified TEACHER to assist in the teaching of RELIGIOUS EDUCATION throughout the school, a subsidiary subject will be an advantage.
Please apply in writing to the Headmistress, giving curriculum vitae and the names of two referees. Closing date for application, 11th March, 1980.

NORTH YORKSHIRE
COUNTY COUNCIL
LADY LUMLEY'S SCHOOL
Pickering
(Mixed comprehensive. 850 pupils)
Required for Summer Term, 1980, only, commencing April 21, 1980, temporary ASSISTANT TEACHER for RELIGIOUS EDUCATION and/or ENGLISH.
Please apply by letter giving details of training, experience (if any) together with the names of two referees to the Headmaster, Lady Lumley's School, Swainsea Lane, Pickering YO18 8NE, within 10 days of the appearance of this advertisement.

SHROPSHIRE
EDUCATION COMMITTEE
THE IDSALL SCHOOL
Coppice Green Lane
Shifnal, TF11 8PD
Required Easter or September: TEACHER for RELIGIOUS STUDIES and HISTORY to join vigorous Humanities faculty.
Application form and further details from the Headmaster (s.a.e.).

Rural Studies

Other Posts on Scale 2 and above

ESSEX
THE MOUNTFITCHET SCHOOL
Forest Hall Road, Stansted
Tel. Bishop's Stortford 813384
(Roll 772)
Required April 1980: RURAL SCIENCE TEACHER (Scale 2).
Curriculum vitae and names of referees to the Head Teacher (s.a.e., please).

Science

Heads of Department

AVON COUNTY
ST. MARY REDCLIFFE AND TEMPLE C.E. SCHOOL
Somerset Square, Bristol BS1 6RT
Required from September, HEAD of SCIENCE with Physics as main subject to lead a well qualified and experienced team of specialists teaching all three main Sciences to C.S.E., "O" and "A" levels. Practising C. of E. communicants preferred. Scale 4 post available for suitable candidate.
Application by letter to the Head immediately with full details of qualifications, experience and names of two referees. S.A.E. for further details.
Quote 535-11.1.80.

AVON COUNTY
BRISLINGTON SCHOOL
Hungerford Road, Bristol, BS4 5EY
Required from 17th April or 1st September, well qualified and experienced TEACHER to be HEAD of PHYSICS and to join an enthusiastic and committed Science team. Scale 3 post.
Application by letter to the Head immediately with curriculum vitae and names of two referees. Further details on request.
Quote 537-15.2.80.

AVON COUNTY
PATCHWAY HIGH SCHOOL
Hempton Lane, Almondsbury,
Bristol, BS12 4AJ
Required from September, GRADUATE HEAD of CHEMISTRY. Courses to CSE, "O" and "A" level are established in well-organised laboratory facilities. An enthusiastic and experienced teacher is required to teach and take charge of the subject within a good Science Department. Scale 3 post for suitably qualified applicant.
Application by letter to the Head immediately with curriculum vitae and names of two referees.
Quote 538-18.2.80.

BERKSHIRE
SANDHURST SCHOOL
Owlsmoor Road, Sandhurst,
Camberley, Surrey
Number on roll 1,100 (11-18 mixed comprehensive)
Required for April or September HEAD OF PHYSICS (Scale 3).
The school has well established courses to C.S.E. and G.C.E. "O" and "A" levels. The well equipped department is sited in a purpose built block with excellent facilities. Outer London Fringe Allowance £177 per annum.
Apply by letter to the Headmaster, giving full curriculum vitae and quoting two referees (S.A.E.). Tel. Crowthorne [illegible]. Closing date March 10.

SECONDARY
Science continued

BIRMINGHAM
KING EDWARD'S GRAMMAR SCHOOL FOR GIRLS
Rose Hill Road, Handsworth
Birmingham 21
(Voluntary Aided—730 girls)
For September, 1980, HEAD of BIOLOGY to teach up to university entrance and scholarship standard and to organise the work of the department.

A suitable applicant could be considered for the post of Head of Science Department, taking responsibility for a modern and well equipped Science Block.

Apply by letter (no forms) to the Headmistress of the School, giving details of qualifications and experience and names of referees.

CROYDON
(London Borough of)
ST JOSEPH'S COLLEGE RC
Beulah Hill, Upper Norwood, SE19
Telephone: 01-761 1426/7
St Joseph's College (founded in 1855 and run by the De La Salle Brothers) is a Roman Catholic 8 FE Aided School for Boys aged 11-18, with a 6th form of 200.

HEAD of CHEMISTRY required for September, 1980. A well qualified enthusiastic GRADUATE with sound experience is required to assume responsibility for this subject within a strong Science Faculty with well established exam courses leading to CSE, "O" and "A" level, together with Oxbridge and other scholarships. There are eight well equipped laboratories with ancillary support.

Salary: Burnham Scale 3, with London Area Allowance.

Reasonable removal expenses will be reimbursed (details on request). Please send SAE for application form (or STAP) from and returnable to the Head Teacher at the above address as soon as possible.

DUDLEY
(Metropolitan Borough)
THE HILLCREST SCHOOL AND COMMUNITY COLLEGE
Simms Lane, Netherton, Dudley, West Midlands DY2 0PB
(13-16 seven-form entry co-educational comprehensive: 800 on roll)

Required for September, 1980, HEAD of SCIENCE (Scale 3). Suitably qualified and experienced teacher of Physics for key post in the Faculty of Science and Mathematics who must also be prepared to offer General Science.

Further particulars and application forms from the Principal to whom completed application forms should be returned urgently.

EAST SUSSEX
HAILSHAM SCHOOL
Battle Road, Hailsham, East Sussex BN27 1DT
Mixed Comprehensive, 11 to 18 (1,600 on roll)
Required for September, 1980, HEAD of PHYSICS (Scale 3). Outstandingly successful department at all levels.

Relocation grants available in approved cases.

Further information and application forms (S.A.E. please) from the Headmaster.

ESSEX
BARSTABLE SCHOOL
Timberlog Close, Basildon SS14 1UX
(Roll: 1,430)
Telephone: Basildon 532091
HEAD of LIFE SCIENCES, Scale 3, Area Allowance £177.

September, to be responsible within large, successful Science Faculty, for Biology and Rural Science, Nuffield "A" level courses.

ST. JOHN'S COMPREHENSIVE SCHOOL
Tower Road, Epping CM16 5EN
(Roll: 1,321)
Telephone: Epping 73028
(Group 12)
HEAD of CHEMISTRY DEPARTMENT, Scale 3.

Required from September, 1980. Well established courses to "A" level. Excellent facilities.

For the above two posts curriculum vitae and names of referees to Head Teacher concerned (foolscap S.A.E. please).

HAMPSHIRE
BISHOP CHALLONER R.C. SCHOOL
St. Michael's Road, Basingstoke RG22 6SR
(11-16 Mixed Comprehensive, Number on roll 680)
HEAD of SCIENCE DEPARTMENT, Scale 4.

Required April, or September, 1980.

HAMPSHIRE
BOHUNT SCHOOL
Liphook, Hampshire
(New Community School: 560 pupils in years one to three)
Scale 3 for September, HEAD of PHYSICS to develop courses to "A" level. Five new laboratories.

Curriculum vitae, two referees to Head together with S.A.E.

HERTFORDSHIRE
WATFORD GRAMMAR SCHOOL FOR GIRLS
The Crescent, Watford.

Required September, HEAD Of PHYSICS to organise work and to teach throughout the school to 'A' level.

Scale 3 plus London fringe allowance £177.

Apply in writing to Headmistress, with names of two referees and copies of testimonials.

HERTFORDSHIRE
BISHOP'S HATFIELD GIRLS' SCHOOL
Woods Avenue, Hatfield, Herts
(750 girls)
Required for September, 1980, HEAD OF SCIENCE, Scale 4, to lead a team of seven Science teachers. Applicants should be able to teach Physics to "A" level and University entrance, and be interested in the Science curriculum for pupils of all ages and abilities. The school has a strong Science department, good laboratories and technicians.

Applicants should write direct to the Headmistress, giving details of qualifications and experience, together with the names of two referees.

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
THE IMMINGHAM SCHOOL
Carver Road, Immingham
(Number on Roll 1,700, Mixed, 11-19, Group 13)
Headmaster, Michael Roper
Required for September, 1980:
HEAD of SCIENCE, Scale 4.
An experienced GRADUATE is needed to lead this large, well-established and successful department which offers, in its 13 laboratories, a wide range of Nuffield based sciences up to "S" and Oxbridge level.

The school, which has excellent buildings and facilities, is a fully developed comprehensive with a Sixth Form of 140.

Application forms and further information obtainable from the Head Teacher at the school to whom they should be returned within 10 days of this advertisement.

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
HESSLE HIGH SCHOOL
Tranby House, Heads Lane, Hessle, North Humberside
Required for September, 1980, a HEAD of SCIENCE.

The person appointed would be basically a Chemist, but would have some experience in Physics and Biology.

He/she would need a faculty based on two sites and would teach across the ability range to all levels mainly in the 13-18 age group.

This is a new post and provides an opportunity for a well-qualified Graduate with experience of Headship of a Department.

Application forms and further details are available from the Headmaster at the school to whom completed forms should be returned by 3rd March, 1980.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
THAMESVIEW SCHOOL
Thong Lane, Gravesend, Kent
Required for 1st September, 1980, HEAD of RURAL SCIENCE, Scale 3. "O" level and C.S.E. courses are well established.

A self-contained Rural Science block was completed in 1979.

Thamesview School opened in September, 1968, in new purpose-built accommodation and serves a large private housing estate on the east of Gravesend.

The school has now reached its maximum size of 1,100 boys and girls on roll.

Applications by letter in the first instance to the Headmaster giving a brief statement of qualifications and experience and the names and addresses of two referees.

LONDON, S.W.11
EMANUEL SCHOOL
Requires HEAD of SCIENCE department.

For further details see main advertisement under the Independent Schools section.

OXFORDSHIRE
COUNTY COUNCIL
KING ALFRED'S SCHOOL
Wantage, Oxon OX12 9BY
Mixed Comprehensive, Group 11.

Required for September, a HEAD of SCIENCE/HEAD of CHEMISTRY (Scale 4).

Send S.A.E. for further details and application form to Head Teacher.

SHROPSHIRE
EDUCATION COMMITTEE
THE GRANGE SCHOOL
Worcester Road, Harlescott
Shrewsbury, Salop
HEAD OF DEPARTMENT OF PHYSICS (Scale 3)
(Designate)
Summer term 1980 (21st April). Qualified TEACHER required to take responsibility for the SCIENCE DEPARTMENT when the school is reorganised as a Comprehensive School in September 1981, but to teach Physics to external examination level and Nuffield Combined Science, from Easter, 1980, up to the date of reorganisation.

The successful candidate will be expected to introduce Electronics into the curriculum from September 1981.

Applications with curriculum vitae and names of two referees by letter direct to Headmaster at the school.

SHROPSHIRE
EDUCATION COMMITTEE
THE ERCALL WOOD SCHOOL
Golf Links Lane, Wellington, Telford, Salop, TF1 2DT
HEAD OF SCIENCE
Scale 4
Required for September, 1980, to establish the department. This 11-16 comprehensive school opened in September, 1979, with a four form entry first year intake.

Further details and application form from the Headmaster (SAE).

City of Manchester Education Committee

SCALE 4

ST. THOMAS AQUINAS R.C. HIGH SCHOOL
Nell Lane, Chorlton-cum-Hardy, Manchester M21 2SW
Required for April or September 1980:
A good honours graduate in MATHEMATICS to take over the running of a large department. The ideal person should have [illegible]

SCALE 2

WHALLEY RANGE HIGH SCHOOL FOR GIRLS
Wilbraham Road, Manchester M16 8GW
A comprehensive school of 1,502 girls with 200 in the Sixth Form
Temporary teacher in charge of DOMESTIC SCIENCE (COOKERY) in the Lower School to work in co-operation with the seperate Needlework department. An enthusiastic teacher with a modern approach is looked for.

SCALE 1

WHALLEY RANGE HIGH SCHOOL FOR GIRLS
Wilbraham Road, Manchester M16 8GW
A comprehensive school of 1,502 girls with 200 in the Sixth Form.
1. Required for 17 March 1980 to cover a period of maternity leave, a teacher for REMEDIAL work in basic subjects to teach in the Lower School.
2. Required for 8 April 1980 to [illegible] a teacher of PHYSICAL EDUCATION with a special interest in Modern Educational Dance, to teach in the Lower School.

SCALE 1

WILBRAHAM HIGH SCHOOL
Nell Lane, Manchester M21 2SL
Temporary teacher of BIOLOGY able to offer the subject to 'O' level, and Combined Science in Lower School. There is the possibility of 'A' level work for a suitably qualified candidate.
ST. PIUS HIGH SCHOOL
Denison Road, Victoria Park, Manchester M14 6RX
Temporary part-time teacher of SCIENCE required as soon as possible.

Unless otherwise stated all posts are available from April 1980, and application forms together with further particulars are available from the head of the School to whom they should be returned as soon as possible, unless a date is specified.

Other Posts on Scale 2 and above

AVON COUNTY
WELLSWAY SCHOOL
Chandag Road, Keynsham, Bristol, BS18 1PH.
Required from 17th April, well qualified and enthusiastic TEACHER of PHYSICS, to teach throughout the school. "A" level teaching available immediately. Nuffield approaches are used in the early years and the subject is well subscribed at all levels. Scale 2 post.

Application by letter (please include own tel. no.) to the Head immediately with full details of qualifications, experience and names of two referees.

Quote 601-8.2.80

BERKSHIRE
EDGBARROW SCHOOL
Sandhurst Road, Crowthorne RG11 7HZ.
N.O.R. 1100
Required for April 1980, or as soon as possible thereafter TEACHER of PHYSICS (Scale 2) to take responsibility for lower school combined science in this mixed 11 to 18 comprehensive school.

Application forms and further details from the Headmaster (S.A.E.) Closing date March 10.

BERKSHIRE
EASTHAMPSTEAD PARK SCHOOL
Easthampstead Park, Wokingham.
N.O.R. 1450 comprehensive
Required for April or September, qualified TEACHER of SCIENCE (Scale 1 or 2) able to teach Physics or Chemistry to G.C.E. 'O' level and C.S.E. forms. This is a well equipped department offering a wide variety of science courses at all levels. A scale 2 post may be available for a suitably qualified teacher.

Application forms and further details from the Principal (S.A.E.). Closing date March 10.

BROMLEY
(London Borough of)
CHARTERHOUSE SCHOOL
Charterhouse Road, Orpington, Kent
Headmaster: Mr. B. S. Cole, B.A.
(6 form entry, mixed comprehensive, Group 11)
Required for April or September an enthusiastic TEACHER as DEPUTY HEAD of SCIENCE (Scale 3) with a special responsibility for physics and/or integrated science. This is an important post within a strong Science Department and a lively approach is sought. There are 6 well equipped laboratories in the school and every encouragement will be given to the successful candidate to play a significant part in overall curriculum development.

Removal and other expenses in approved cases.

Please write to the Headmaster for further information enclosing a brief curriculum vitae and the names and addresses of two referees.

BROMLEY
(London Borough of)
KENTWOOD SCHOOL FOR BOYS
High Street, Penge, SE20 7QR
01-778 8424
(720 boys)
Required for April, 1980, a TEACHER (Scale 2) to develop Technology in the School. An interest in Craft or Mathematics or Science an advantage.

Removal and other expenses payable in approved cases.

Applications by letter should be sent as soon as possible to the Head of the School, giving full personal and professional details and the names, status and addresses of two referees.

CAMBRIDGESHIRE
HUNTINGDON AREA
ST PETERS SCHOOL
Huntingdon.
(Co-ed Comprehensive, 1450 on roll).
Headmaster: W. G. Thomas, J.P., B.A.
For Easter or September, 1980, PHYSICS GRADUATE (m/f) (Scale 2) in this flourishing Comprehensive school. Physics is taught to C.S.E. 'O' and 'A' levels. Engineering Science to 'A' levels. Electronics to C.S.E. and 'O' levels.

Applications by letter to the Headmaster giving curriculum vitae and the names of two referees.

EAST SUSSEX
PRIORY SCHOOL
Mountfield Road, Lewes, BN7 2XD
Comprehensive, mixed (1,620)
Required for September, a TEACHER of PHYSICS throughout the school to G.C.E. "O" and "A" levels. Scale 2 allowance available for suitably qualified candidate.

Relocation grants available in approved cases.

Further details and application forms available (S.A.E.) from the Headmaster, to whom they should be returned as soon as possible.

ENFIELD
(London Borough of)
ST. IGNATIUS COLLEGE
(Upper School)
Turkey Street, Enfield, Middlesex EN1 4NP
Voluntary aided upper-tier [illegible] form entry comprehensive [illegible] for boys (aged 13 to 18) conducted by the Jesuit Fathers [illegible] 11. A recently built, well-[illegible] school in spacious grounds [illegible] outskirts of London.

Required for September, 1980 Graduate TEACHER of PHYSICS [illegible] The successful applicant will be expected to teach "A", "O" [illegible] "O" level as well as CSE courses. There is a flourishing Science department with [illegible] equipped laboratories.

London Allowance payable [illegible] per annum. Considerable [illegible] assistance with removal [illegible] location costs, temporary [illegible] and two homes allowance. Scale [illegible] post for suitable candidate.

Applications, with the names [illegible] two referees, direct to [illegible] Headmaster.

ESSEX
BARSTABLE SCHOOL
Timberlog Close, Basildon SS14 [illegible]
Tel.: Basildon 532091
(Roll 1,430)
TEACHER of PHYSICS — Scale [illegible]
Area Allowance £177.
Required September, PHYSICS [illegible] to teach in large and successful [illegible] partment. Interest in Electronics [illegible] recommendation. A-level work [illegible] able.

Curriculum vitae and names [illegible] referees to the Headteacher [illegible] scap S.A.E. please).

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS DIVISION
THE WILLIAN SCHOOL
Radburn Way, Letchworth
Group 10
Number on roll, 750
Required April or September 1980 TEACHER of PHYSICS, Scale 2, to teach throughout the school including a full share of Sixth Form Advanced level work.

Applications in writing to the Headmaster with curriculum vitae and names of two referees.

HERTFORDSHIRE
CHRIST'S HOSPITAL GIRLS' SCHOOL
Fore Street, Hertford
Herts., SG14 1AY
BIOLOGY GRADUATE required for Autumn Term, 1980, to [illegible] have responsibility for the [illegible] up to University [illegible] standard.

Salary according to [illegible] Burnham Scale 2 or 3.

Apply to Miss E. M. Tate, Head Mistress, with curriculum vitae and the names, addresses and telephone numbers of two referees.

Somerset

Applications are invited from suitably qualified and experienced teachers for the following posts. Unless otherwise stated, application forms and details (S.A.E. foolscap) from the Heads at the schools. Please quote reference 22/2 on correspondence.

Secondary

Frome College, Frome

(13-18 mixed comprehensive, 1,446 and Further Education College combined, on separate sites.)
For September, 1980, Year Head, Scale 4.
Overall responsibility for Year Group of 400-plus pupils and participation in the Senior Management of the school. Year Heads currently move up with their groups.
Teaching subject not of primary importance.
Applications by letter in the first instance to the Principal giving full details and names of two referees, as soon as possible. Endorse envelope with post title. S.A.E. for job description and application form.
For September, 1980:
Teacher of French, scale 1. Opportunity to teach across the whole age and ability range to 'O' and 'A' level.
Applications by letter to the Principal. S.A.E. for details. Please mark envelope with name of post.

Bishop Fox's School, Taunton

(Becoming 11-16 mixed comprehensive, 750)
For September, 1980, Head of Music, Scale 3.
Closing date 3rd March, 1980.

King Arthur's School, Wincanton

(11-16 mixed comprehensive, 756)
For September, 1980, Teacher, Scale 2 to join Modern Language Department. Must be able to teach French and German to C.S.E. and 'O' level.
Closing date 3rd March, 1980.

Priorswood School, Taunton

(11-16 mixed comprehensive, 750)
For September, 1980, teacher of Girls' Physical Education, scale 1.
Active second subject required.
Closing date March 3rd, 1980.

The Castle School, Taunton

(11-16 mixed comprehensive, 870)
For September, 1980:
(i) Teacher of Boys' Physical Education, scale 1. Rugby, Cricket and Swimming essential.
(ii) Teacher of Home Economics, scale 1. Ability to teach Needlework. It is anticipated that the successful candidates will make contributions to school life, in addition to their normal timetables.
Applications by letter, as soon as possible, to the Head at the school, with curriculum vitae and names of two referees.

Ladymead School, Taunton

(11-16 mixed, comprehensive, 830)
For September, 1980, teacher of Mathematics, scale 1, to teach across the range to CSE and 'O' level.

Holyrood School, Chard

(11-18 mixed comprehensive, 1,250. Large campus.)
For September, 1980, teacher of French, scale 1. To teach lower school initially. Well equipped department.
Closing date March 7th, 1980.

The West Somerset School, Minehead

(13-18 mixed comprehensive, 1,088)
Catchment area includes Exmoor, the Brendon and Quantock Hills, as well as the coastal villages.
For September, 1980, experienced teacher to be Head of Home Economics, scale 3. Much examination work in Cookery and Needlework.
Closing date March 10th, 1980.

Sexey's V.C. School, Bruton

(11-18 mixed comprehensive, 500, 180 in sixth)
For September, 1980:—
Residential House Tutor and teacher of Geography scale 1, plus allowance and emoluments for boarding duties.
The school is developing as:
(a) A co-educational boarding school for pupils aged 11-18.
(b) A sixth-form school for day pupils and boarders.
Closing date March 3rd, 1980.

Special Schools

Fairmead School, Yeovil

(Group 7 (S), 160 on roll, 5-16, ESN (M))
For April, 1980, or as soon as possible thereafter Deputy Head for this Group 7 (S) school.
Closing date March 3rd, 1980.

Primary Headships

Applications are invited for the following primary headships. Duties to commence September, 1980.
(i) Brookside County Primary, Street, Group 5.
(ii) Tatworth County Primary, Chard, Group 4.
Application forms and details (S.A.E.) from Staffing (T) Section, Education Department, County Hall, Taunton TA1 4DY.
Closing date March 3rd, 1980.
Minehead County First, Minehead
(4-9 age range)
For September, 1980, Head for this Group 5 school.
Application form and details (S.A.E.) from Staffing (T), Section, Education Department, County Hall, Taunton, TA1 4DY.
Closing date March 10th, 1980.
Manor Court County Primary, Chard
(560)
For April, 1980, Teacher Scale 1 to take Reception class.
Closing date March 3rd, 1980.

SECONDARY
Science continued

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TONBRIDGE MALLING DIVISION
WEALD OF KENT SCHOOL FOR GIRLS
Tudeley Lane, Tonbridge.
(Tel. [illegible])
Selective girls' School
870 pupils aged 11 to 18
(4 form entry: 190 in Sixth Form)
Required for September, 1980—GRADUATE PHYSICIST, Scale 2 or 3 available for applicant with experience, capable of sharing Physics teaching to "A" level. Person appointed would be expected to teach some Chemistry to junior forms. Newly-qualified teacher considered for a Scale 1 post.

Apply by letter to the Headmistress with curriculum vitae and the names of two referees.

LONDON SW19
KING'S COLLEGE SCHOOL
Wimbledon Common, SW19 4TT
Required for September, 1980, a GRADUATE PHYSICIST to teach at all levels of the School (11 to 18). Ability to teach Chemistry to "O" level is an advantage, as is willingness to help with Games, but neither are essential.

Salary equivalent to Burnham Scale 2 initially, moving to higher scales after 2/3 years if satisfactory.

Further details on request. Applications, with the names of two referees, to the Head Master.

LONDON SW19
KING'S COLLEGE SCHOOL
Wimbledon.
Required for September, 1980, a GRADUATE to teach CHEMISTRY at all levels from 11 to 18. Nuffield course throughout, would suit someone still in training or already in first post. Ability to coach games (especially rowing) an advantage, though not essential.

Salary will depend on qualifications and experience, but will not be less than Burnham Scale 2.

Applications, with curriculum vitae and the names of two referees, to the Head Master, King's College School, Wimbledon Common, SW19 4TT.

STOCKPORT
Required for September, 1980:
SECONDARY PEEL MOAT SCHOOL
Buckingham Road, Heaton Chapel
Stockport
HEAD of SCIENCE DEPARTMENT able for SCIENCE throughout the (Ref. 1274/ TES)

Scale 3, to organize and be responsible for school (seven laboratories).

Application forms obtainable from and returnable to the Head Teacher, quoting reference by 7th March, 1980. If you require an acknowledgement, please enclose S.A.E.

SURREY
EDUCATION COMMITTEE
EWELL HIGH SCHOOL
PHYSICS up to "A" level, Scale 2, or Scale 3, for suitably experienced TEACHER to be Second in Charge of Science Department.

Apply to the Head, telephone 01-397 0071.

Cheshire

Application forms (send s.a.e.) unless otherwise stated, are obtainable from the Head of the School concerned, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.

J. R. G. TOMLINSON, M.A.
Director of Education.

HEADS OF DEPARTMENT

1. HEAD OF SCIENCE, SCALE 4
2. HEAD OF ENGLISH, SCALE 4.

Bewsey County High
Clapgates Road, Warrington WA5 5AJ
11-16, *Group* 10, *mixed comprehensive*
Posts vacant because of the early retirement of the holders, will become available from September 1st 1980.

SCALE 4 HEAD OF MODERN LANGUAGES
Winsford Verdin Comprehensive
High Street, Winsford.
Mixed 10 *Form Entry; Age-range* 11 *to* 18; 1,400 *pupils including* 120 *in VI Form.*
Required for Easter or September 1980.
To lead and organize a large Department well-equipped with 5 A/V rooms and a language laboratory, to teach French and, if possible, German to C.S.E./'O'/'A' level. Large numbers of pupils French/German/Spanish to 'O' level; numbers in VIth forms are growing. The school has links with continental schools, provides its own "Intensive" courses and runs its own C.S.E. Mode 3 Syllabus.

HEAD OF HOME ECONOMICS (SCALE 3)
Woolston High
Holes Lane, Woolston, Warrington, WA1 4LS.
Tel. Padgate 816848.
11-18 *mixed comprehensive.* 1,400 *pupils on roll, with Open Sixth Form.*
Required for Easter or September experienced teacher to lead with enthusiasm and vision this important department which provides a wide range of courses at all levels.

SCALE 2 POSTS

PHYSICS
The Catholic High,
Old Wrexham Road, Handbridge, Chester.
(Group 11: 11-18 *Mixed Comprehensive)*
Required for 1st September 1980.
To teach Physics up to and including 'A' level, 'O' level and C.S.E. A scale 2 post available for suitably qualified and experienced applicant.
Closing date 7th March 1980.

MUSIC
Sutton County Comprehensive
Woodchurch Lane, Ellesmere Port, South Wirral L66 3NG.
On Roll 1,450. *Group* 13. 11-18 *Mixed Comprehensive*
Required September 1980. Possibility of Scale II for suitably qualified and experienced candidate. Closing date 14th March 1980.

SCALE 1 POSTS

1. SCIENCE
2. GERMAN

Middlewich County Comprehensive,
King Edward Street, Middlewich, CW10 9BU.
Tel. Middlewich 3170.
Reorganized as an 11-16 comprehensive in September 1979, when the buildings and campus were extensively remodelled with many new buildings and facilities.
Both the posts would suit enthusiastic young entrants to the teaching profession.
Required for September 1980.
1. Graduate preferred with ability to teach Physics to G.C.E. 'O' level and C.S.E. New Science block opened 1979.
2. Graduate (1st language) with some French to join expanding department.
Closing date 14th March 1980.

PHYSICS
Sir John Deane's College
Northwich.
Graduate required from Easter onwards. Substantial quantity of 'O' and 'A' level work available. Application forms are available from the Principal.

MUSIC
Winsford Woodford Lodge Comprehensive
Woodford Lane West, Winsford.
Mixed 11-18 *Comprehensive of* 1,600 *pupils.*
The school which opened in 1971 is purpose built and has excellent facilities in all departments.
Required for September 1980.
The Music Department which is part of the Faculty of English, has two full-time specialists and excellent teaching facilities and practice rooms.
There are established courses to C.S.E. 'O' and 'A' level.
A willingness to help with the School Choir will be an advantage.

BIOLOGY
Stanney County Comprehensive
Stanney Lane, Ellesmere Port, South Wirral.
Tel. 051 355 5245.
An established school (11 to 18 years) of 1,500 *pupils including* 87 *in Sixth Form.*
Required until end of summer term:
to teach up to 16 plus. Sixth forms work available for suitable [illegible] should be committed to Combined Nuffield Science [illegible] possibility of permanent position.

TRAFFORD
(Metropolitan Borough of)
EDUCATION DEPARTMENT
WELLINGTON SECONDARY SCHOOL FOR BOYS
Mersey Lane, Timperley, Altrincham
Tel. [illegible]
(770 boys)
SCIENCE, Scale 2
Scale 2 for a suitable applicant
Required for the beginning of the Summer Term a Teacher to take Engineering Science to C.S.E. level, Physics to C.S.E. and "O" level, and Combined Science in the Lower School

Application forms available from the Head of the school, should be returned as soon as possible

WALSALL
(Metropolitan Borough)
EDUCATION COMMITTEE
BLUE COAT C.E. COMPREHENSIVE SCHOOL
Birmingham Street, Walsall
WS1 2ND
The Governors of this Voluntary Aided School (11-18) invite applications for the post of TEACHER of BIOLOGY able to act as second in the department and to share in 6th Form teaching. The post is at Scale 2 and vacant from Easter 1980

Also required a TEACHER of PHYSICS Scale 2, with effect from Easter 1980 as second in department. Sixth Form teaching is available to a suitably qualified candidate.

Applications preferably from communicants.

Closing date 3rd March 1980.

Application should be made by letter to the Head Teacher of the school giving the names and addresses of two referees and enclosing an S.A.E.

WEST SUSSEX
SOUTHERN AREA
KING'S MANOR SCHOOL
Kingston Lane, Shoreham-by-Sea
Required for Summer Term, or before, qualified TEACHER of SCIENCE, with good experience of teaching Physics/Physical Science to Fifth Year G.C.E. "O" and C.S.E. forms. Scale 2 post. Opportunity for appropriately qualified person to teach "A" level. This is a very well equipped department, with a small purpose-built Physics block. Wide variety of courses offered in the main Sciences to G.C.E. "S", "A" and "O", C.S.E. and C.E.E. levels.

Application forms and further details of the school and department from Headmaster at school on receipt of foolscap S.A.E.

WILTSHIRE
CLARENDON COMPREHENSIVE SCHOOL
Trowbridge
CHEMISTRY (Scale 1)
Required in September, or sooner, a TEACHER with qualifications to teach CHEMISTRY to pupils of all abilities including "A" level.

Application forms and further particulars from the Head Teacher, Clarendon School, Frome Road, Trowbridge. (Telephone Trowbridge 62686.)

Foolscap S.A.E. please.

Scale 1 Posts

AVON COUNTY
HANHAM HIGH SCHOOL
Memorial Road, Hanham, Bristol, BS15 3LA
(Co-Ed, 6 Form Entry)
Required from September, TEACHER of SCIENCE to teach integrated course to Years 1-3 and specializing in Physics or Chemistry Years 4-5. Willingness and ability to take Physics to C.S.E. and "O" level an advantage. Scale 1 post.

Letters of application, returnable to the Headmaster immediately, should contain a brief summary of the candidate's approach to the teaching of their subject, pastoral care, grouping of pupils and discipline, with Curriculum Vitae and names of two referees. S.A.E. for further details.

Quote 630-15.2.80

AVON COUNTY
NAILSEA SCHOOL
Mizzymead Road, Nailsea
Bristol BS19 2HN
Required from September, well qualified SCIENCE TEACHER to take Combined Science in the first two years and some Physical or General Science in the senior part of the school. Excellent opportunity for a specialist physicist/chemist/biologist to gain wider experience as a science teacher. Examination work could be offered to a suitably qualified candidate. Scale 1 post.

Application by letter to the Head immediately with curriculum vitae and names of two referees.

Quote 648-22.2.80.

AVON COUNTY
SPEEDWELL SCHOOL
Speedwell Road, Kingswood
Bristol BS15 1NU
Required as soon as possible, well qualified GRADUATE to teach CHEMISTRY to "A" level and Lower School Science. Scale 1 post.

Application by letter to the Head immediately with curriculum vitae and names of two referees.

Quote 566-25.1.80.

BARNET
(London Borough)
ASHMOLE SCHOOL
Cecil Road, Southgate, N.14
Telephone: 01-368 2608
(Mixed Comprehensive: Roll 1,040; Sixth Form 134)
Required April/September 1980: Well qualified SCIENCE TEACHER (Scale 1) to teach Combined Science in first and second years, the separate Sciences in the third year and Physics to C.S.E. or "O" level.

In approved cases assistance may be given by way of temporary housing, the payment of removal expenses and separation allowances.

Application forms and further particulars from Headmaster, to whom forms should be returned (s.a.e.)

Director of Educational Services.

BEDFORDSHIRE
NORTHERN AREA
REDBORNE UPPER SCHOOL
Ampthill, Bedfordshire
MK45 2NU
Headmaster: L. J. Culcheth B.A., B.Sc.(Econ.)

Required for the Summer Term, 1980, a PHYSICS TEACHER to teach the subject throughout this co-educational school; age range 13 to 18 years. Courses are established to C.S.E., "O" and "A" level, Scale 1 post.

Apply immediately to the Headmaster at the school, from whom further details are available.

BEDFORDSHIRE
SOUTHERN AREA
ASHCROFT HIGH SCHOOL
Crawley Green Road, Luton
Bedfordshire
Headmaster: Mr. G. Boden B.A., B.Phil.

Required for April 1980 a TEACHER of SCIENCE capable of [illegible] to teach General Science to the 11 to 13 age range and preferably with experience of "O" level in either Chemistry or Physics. (Scale 1)

Some assistance with accommodation may be possible.

HALYARD HIGH SCHOOL
Hollybush Road, Luton
Bedfordshire
Headmaster: Mr. R. D. Hound B.A.

Required for April, 1980, a TEACHER of GENERAL SCIENCE with a particular interest in Chemistry across the whole ability range. Applicants should be sympathetic to the Nuffield approach and willing to be involved in a team-teaching situation.

Some assistance with accommodation may be possible.

Further details and application forms, for the above two posts obtainable from the Headmaster (S.A.E., please)

BERKSHIRE
CHARTERS SCHOOL
Charters Road, Sunningdale, Ascot SL5 9QY.
N.O.R. 1500
Required for September, 1980:—
TEACHER of CHEMISTRY
TEACHER of PHYSICS
TEACHER of BIOLOGY
These are all Scale 1 posts.

Application forms and further details from the Headmaster (S.A.E.). Closing date March 10.

BERKSHIRE
LITTLE HEATH SCHOOL
Little Heath Road, Tilehurst
Reading
(Roll 1,275)
Required September 1980: TEACHER of PHYSICAL SCIENCE (Scale 1) to join the staff of this mixed eight-form entry 11 to 18 Comprehensive School situated on the pleasant western fringe of Reading. The work will be based on years one to three: work in Upper School available depending on the candidate.

Details and forms available from the Headmaster (s.a.e.). Closing date: 29th February.

BERKSHIRE
LITTLE HEATH SCHOOL,
Little Heath Road, Tilehurst, Reading.
N.O.R. 1275.
Required September 1980,
GRADUATE CHEMISTRY TEACHER Scale 1.
To join the staff of this mixed 8 F.E. 11-18 comprehensive school (sixth form 140).

The successful candidate will teach SCISP to "O" level as well as sharing the teaching of "A" level Chemistry and Lower School Combined Science.

Details and application form from the Headmaster (S.A.E.).

Closing date February 29th.

BROMLEY
(London Borough of)
CHARLES DARWIN SCHOOL,
Jail Lane, Biggin Hill, Westerham
Kent
Required for September, 1980, a TEACHER of PHYSICS, to join a team of specialists, in a purpose-built, six form entry, 11-18 year mixed comprehensive school, taking a balanced intake of pupils. Combined Science (years one and two) and separate Biology, Chemistry and Physics courses are well established in years three to seven using the Nuffield approach. Well equipped laboratories. Excellent personal and professional opportunities to contribute to a successful innovative department. Further inquiries welcomed. Removal and other expenses payable in approved cases.

Apply by letter, giving full details of qualifications, etc. and addresses of two educational referees, to the Headmaster, within two weeks of the date of this advertisement.

BUCKINGHAMSHIRE
WYCOMBE DIVISION
GREAT MARLOW SCHOOL
Bobmore Lane, Marlow, Bucks.
(Number on Roll: 750 boys and girls)
Head: M. R. Polkey, B.Sc.
Required for Summer Term, temporary full-time TEACHER of CHEMISTRY with COMBINED SCIENCE to C.S.E. and "O" level.

Applications by letter to Headmaster with names and addresses of two referees and stamped addressed envelope.

BURY
(Metropolitan Borough of)
UNSWORTH HIGH SCHOOL
Parr Lane, Bury BL9 8LP
Number on Roll: Approximately 995 (Mixed)
Required for September, 1980: TEACHER (Scale 1) of PHYSICS with some CHEMISTRY to C.S.E./"O" level. Graduate preferred. Excellent facilities.

Application forms and further details obtainable from and returnable to the Head Teacher by 4th March, 1980.

CAMBRIDGESHIRE
HINCHINGBROOKE SCHOOL
Huntingdon
MASTER or MISTRESS (Scale 1) required for September, 1980, to share in the teaching of GEOLOGY in the Sixth Form and to teach BIOLOGY and/or PHYSICAL SCIENCE in years one to five. Opportunity to take charge of the Geology Department might be available for an experienced teacher.

This 11-18 voluntary controlled, mixed comprehensive school has 1,800 pupils with over 200 in the Sixth. Outstanding setting includes Hinchingbrooke House and new buildings.

Apply by letter to the Headmaster with curriculum vitae and names of two referees, also one testimonial if available.

CORNWALL
EDUCATION COMMITTEE
FALMOUTH SCHOOL
Trescobeas Road, Falmouth TR11 4LH
(Group No. 12)
(Number on Roll: 1,565)
Sixth Form of 220.
Headmaster: Mr. D. H. Tribe, B.Sc.
SCIENCE. Scale 1.
Required for the Summer Term, a TEACHER of SCIENCE for the Middle School.

Please apply by letter, including curriculum vitae and names and addresses of two referees, to the Headmaster.

Closing date: as soon as possible.

COVENTRY (City of)
[illegible] WOOD GIRLS [illegible]
[illegible] Avenue [illegible]
([illegible] on roll)
Required 17 March 1980, Assistant at Scale 1 for CHEMISTRY or BIOLOGY. Scale 1
Temporary appointment to cover maternity leave
Apply by letter giving full details [illegible] qualifications, experience and names and addresses of two educational referees to the Head Teacher at the school
Canvassing disqualifies. Closing date 3rd March, 1980

CUMBRIA
COUNTY COUNCIL
ST. BENEDICT'S R.C. HIGH SCHOOL
Red Lonning, Whitehaven
Voluntary aided mixed comprehensive, 11 to 18 years, estimated number on roll, September 1980, [illegible]
Required for September 1980, a TEACHER of CHEMISTRY for this developing school whose first comprehensive intake will enter the fourth year in 1980, to teach Integrated Science in years one and two but to specialise in the teaching of Chemistry in years three, four and five. Scale 1. The school, which was built in 1971 and extended in 1977, has excellent laboratory facilities
Application forms and further details from the Head.

DERBYSHIRE
LADY MANNERS SCHOOL
Bakewell
11-18 V.C. Co-educational Comprehensive with boarding. Roll 1,300 with 180 in the Sixth Form. Situated in the Peak National Park.
Required for September, 1980, SCIENCE TEACHER (Scale 1) for PHYSICS, CHEMISTRY and BIOLOGY in Lower School and able to introduce and develop Rural Studies in the fourth and fifth years. Modern laboratories. Interest in extra-curricular activities essential.
Apply by letter to the Head Master enclosing curriculum vitae and the names and addresses of two referees (S.A.E.)

DERBYSHIRE
LADY MANNERS SCHOOL
Bakewell
11-18 V.C. Co-educational Comprehensive with boarding. Roll 1,300 with 180 in the Sixth Form. Situated in the Peak National Park.
Required for September, 1980, GRADUATE PHYSICIST (Scale 1) to assist with the teaching of PHYSICS throughout the School. Strong C.S.E., "O" and "A" level courses. An interest in, and willingness to develop integrated Science courses in the fourth and fifth years essential. Modern laboratories.
Apply by letter to the Head Master enclosing curriculum vitae and the names and addresses of two referees. (S.A.E.)

DONCASTER
ST. PETER'S R.C. HIGH SCHOOL
Acacia Road, Cantley, Doncaster DN4 6NU
Doncaster 55003
(Roll 1,080)

Required for September, 1980, Scale 1 GRADUATE TEACHER of SCIENCE (Physics qualification desirable). The school offers C.S.E. and G.C.E. courses.
Further particulars and application forms available from the Headmaster at the school (S.A.E. please), to whom completed forms should be returned as soon as possible.

DUDLEY
(Metropolitan Borough)
THE DORMSTON SCHOOL
Millbank, Sedgley
West Midlands DY3 1SN
(13-16 plus co-educational comprehensive; 780 on roll)

Required for 22nd April or September, 1980, TEACHER of PHYSICS/CHEMISTRY. Ability to teach to "O" and C.S.E. level desirable.
Further particulars and application forms from the Headmaster.

EALING
(London Borough)
EDUCATION SERVICE
DRAYTON MANOR HIGH SCHOOL
Drayton Bridge Road, Hanwell, London W7.
01-567 0211.
(1110 Mixed, 150 in 6th Form, age range 12 to 19).
Required for September, 1980 a GRADUATE to teach PHYSICS throughout the School up to and including University Entrance. The Nuffield Physics course is followed in the 6th Form. Applications welcomed from teachers qualifying in 1980.
London Weighting £609.
Please apply by letter enclosing curriculum vitae and names/addresses of two referees to the Headmaster at the School, from whom further details may be obtained (S.A.E.).

EAST SUSSEX
COUNTY COUNCIL
THE GROVE SCHOOL
Wishing Tree Road
St. Leonards-on-Sea TN38 9JP
Headmaster: Mr. N. R. Wilcock, B.Sc.
(11 to 18 comprehensive)
Required Easter or September, 1980, ASSISTANT TEACHER for PHYSICS, Scale 1. Applications from college leavers welcome.
Application forms obtainable from the Headmaster at the school.

EAST SUSSEX
COUNTY COUNCIL
BEXHILL HIGH SCHOOL
Down Road, Bexhill-on-Sea TN39 4HT
Comprehensive 1,315 pupils
Headmaster: Mr. C. B. Evans B.Sc.
Required for September, 1980, TEACHER for SCIENCE, Scale 1. Applicants should be suitably qualified and able to offer the subject to all year groups.
Applications from College leavers welcome.
Application forms may be obtained from the Headmaster on receipt of a self-addressed envelope.

ENFIELD
(London Borough of)
MINCHENDEN SCHOOL
(Mixed Comprehensive)
High Street, Southgate, London N14 6BN
Roll: 1,400
Required as soon as possible a TEMPORARY TEACHER able and willing to teach CHEMISTRY and/or PHYSICS up to "O" level standard.
There is a possibility of Sixth Form work for a suitably qualified applicant.
Science courses are Nuffield based and the Department has a flourishing Sixth Form.
London Allowance payable £408 per annum.
Applications by letter to the Head Teacher, giving full details of qualifications and experience, together with the names, addresses and telephone numbers of two referees within 14 days of the appearance of this advertisement.

ENFIELD
(London Borough of)
Required for Easter or September:
[illegible] SCHOOL
[illegible] Lane, Enfield, Middlesex
(Voluntary Aided Comprehensive)
[illegible]
(A) Scale 1 SCIENCE TEACHER, with the ability to teach PHYSICS to at least C.S.E. and "O" level standards. The successful candidate will have the benefit of working in modern laboratories with excellent facilities and assistance from an able team of four laboratory technicians.
(B) Scale 1 SCIENCE TEACHER, with the ability to teach CHEMISTRY to at least C.S.E. and "O" level standards. The successful candidate will have the benefit of working in modern laboratories with excellent facilities and assistance from an able team of four laboratory technicians.
London Allowance payable £408 per annum.
Consideration given to generous assistance with removal and relocation costs, temporary housing and two homes allowance.
Application forms (stamped addressed foolscap envelope) obtainable from the Head Teacher, to whom they should be returned as soon as possible.

ESSEX
BARSTABLE SCHOOL
(Roll 1,430)
Timberlog Close, Barstable
Basildon, SS14 1UX
Telephone: Basildon 532091
GENERAL SCIENCE—Scale 1. Area allowance £177.
To teach in large, successful department, mainly within the Lower School. I.L.E.A. Science course well established.
BRAYS GROVE COMPREHENSIVE
(Group 11)
(Roll 1,100)
Tracyes Road, Harlow
Telephone: Harlow 39161
PHYSICS TEACHER—Scale 1.
Wanted Easter or September for Physics and Nuffield Combined Science. Possibility of a Scale 2 for suitable applicant.
BRENTWOOD COUNTY HIGH SCHOOL
(Roll 1,300, mixed Comprehensive)
Shenfield Common, Brentwood
Telephone: Brentwood (0277) 226483
PHYSICS—Scale 1
Required September. GRADUATE to teach to all levels in expanding, enthusiastic department with large Sixth Form.
COLBAYNS HIGH SCHOOL
(Roll 1,600)
Clacton-on-Sea, Essex
Telephone: Clacton-on-Sea 28151
CHEMISTS—Scale 1. Two posts.
September or sooner. One to work to "A" level, one mainly Middle School, some Physics. Good opportunities for beginners.
MAYFLOWER SCHOOL
(Roll: 1,711)
Stock Road, Billericay CM12 0RT
Tel.: Billericay 3171/3
PHYSICS—Scale 1
Fringe Area Allowance £177.
April/September. Physics to "O" and "A" level, large Science Department (eight laboratories). Scale II to suitable applicant.
THOMAS LORD AUDLEY SCHOOL
(Roll: 1,050)
Monkwick Avenue
Colchester CO2 8NN
Tel.: Colchester 47911
CHEMISTRY TEACHER, Scale 1
September. To organise and teach to "O"/C.S.E.—prospect of "A" level work, some Lower School Integrated Science.
TORELLS SCHOOL
(Roll: 1,200)
Buxton Road, Grays
Tel.: Grays Thurrock 71391
TEACHER of SCIENCE, Scale 1
NATURAL SCIENCE TEACHER required to teach INTEGRATED SCIENCE in lower school and specialist subject to C.S.E.
WESTCLIFF HIGH SCHOOL FOR BOYS
(Roll: 830)
Kenilworth Gardens
Westcliff on Sea
Tel.: Southend 75443
CHEMISTRY TEACHER—Scale 1
Required September. CHEMISTRY TEACHER, selective school. Strong Science Sixth, combined science lower school. Good opportunities for new entrant.
For all the above posts curriculum vitae and names of referees to Headteacher concerned (foolscap s.a.e., please).

HAMPSHIRE
THE MOUNTBATTEN SCHOOL,
Whitenap Lane, Romsey.
11-16 comp mixed 1380 on roll.
PHYSICS. To share teaching G.C.E. and C.S.E. Nuffield Physics and assist with Junior Nuffield Combined Science.
Curriculum vitae, two referees to Head with (S.A.E.)

HAMPSHIRE
BOHUNT SCHOOL
Liphook
(11-16 Comprehensive Mixed; 560 on roll)
Designated Community School with three-year entry from September, 1980.
SCIENCE (Physicist or Chemist).
Curriculum vitae, two referees to Head with S.A.E. from whom further details are available.

HAMPSHIRE
CRANBOURNE SCHOOL
Wessex Close, Basingstoke RG21 3NP
11-16 Mixed Comprehensive
(Number on roll: 1,300)
Required for April or September, TEACHER of CHEMISTRY or PHYSICS, Scale 1.
To teach combined Science in the first two years and some Chemistry and/or Physics in years four to five.
Please apply by letter to the Headmaster, from whom further details may be obtained.

HAMPSHIRE
SWANMORE SCHOOL
New Road, Swanmore SO3 2RB
SCIENCE/MATHEMATICS, including Integrated Science and Physics to fifth year level.
Curriculum vitae, two referees to Head Teacher with S.A.E.

HAVERING
(London Borough of)
EMERSON PARK SCHOOL
(Roll 1,040, Co.Ed.)
Wych Elm Road, Hornchurch, Essex.
TEACHER of CHEMISTRY Scale 1/2.
For further details see our display advertisement under SECONDARY Vacancies.

HAVERING
(London Borough of)
BRITTONS SCHOOL
(Roll 1224 Co. Ed.)
Ford Lane, Rainham, Essex.
RM13 7BB.
TEACHER of BIOLOGY Scale 1/2.
TEACHER of PHYSICS Scale 1/2.
TEACHER of SCIENCE Scale 1.
For further details of the above three posts see our display advertisement under SECONDARY vacancies.

HAVERING
(London Borough of)
CHASE CROSS SCHOOL
(Roll 1260 Co. Ed.)
Havering Road North, Romford, RM14 4YY
TEACHER of PHYSICS, Scale 1.
For further details see our display advertisement under SECONDARY vacancies.

SECONDARY
Science
continued

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS DIVISION
THE KNIGHTS TEMPLAR SCHOOL,
Park Street, Baldock, Hertfordshire
SG7 6DZ
Group 10, Co-educational
Comprehensive

Required for September, Scale 1 TEACHER of PHYSICS to "O", "A" and "S" level.

Applications in writing, giving two referees and curriculum vitae, to the Headmaster.

HERTFORDSHIRE
PARMITER'S SCHOOL
High Elms Lane, Garston,
Watford
Voluntary Aided; mixed,
five-form entry; all ability
Founded 1681

Required September, CHEMISTRY GRADUATE to teach up to "O" and "A" levels. Scale 1 plus London fringe allowance.

Parmiter's School is carrying out a phased move from London where it is at present a boys' Grammar School. The new Hertfordshire school is expanding by 180 pupils per annum and will have years 1 to 5 only in 1980-81. Final roll will be c 800 to 900. Apply to Headmaster giving curriculum vitae and details of two referees.

HERTFORDSHIRE
OWEN'S SCHOOL
Dugdale Hill Lane, Potters Bar
(Founded 1613)
Trustees: The Worshipful Company of Brewers

Required in September, 1980, a Graduate TEACHER of CHEMISTRY to teach the subject up to "A" level with some Junior Integrated Science (Scale 1 plus London Fringe Allowance) at this Voluntary Aided Mixed 8¼ F.E. purpose built Comprehensive school which opened in 1973 to replace the long established Owen's Grammar Schools in Islington. There is also a vacancy for a Teacher of Chemistry (full or part-time) for the Summer Term 1980, only.

Candidates for both posts should apply (no form) to the Headmaster as soon as possible giving the names of two referees and indicating interest in games or other extra curricular activities.

HILLINGDON
(London Borough of)

NORTHWOOD SCHOOL
Potter Street, Northwood
HA6 1QG

(Number on roll 1,140—94 in Sixth Form)

Required for September 1980 a TEACHER of PHYSICS or CHEMISTRY to join a large team in the Science Department.

Physics and Chemistry are taught to G.C.E. "O" and "A" level and C.S.E. Ability to teach Nuffield Combined Science in the Lower School would be an advantage.

Please apply in the first instance by letter to the Head of the School stating the names and addresses of two referees. London Allowance payable.

HILLINGDON
(London Borough of)

VYNERS SCHOOL
Warren Road, Ickenham
Uxbridge, Middlesex UB10 8AB
(Number on roll 941—192 in Sixth Form)

Required September 1980, well qualified TEACHER of COMBINED SCIENCE (Scale 1) in Years 1 and 2, and at least one of the separate Sciences to "O" level with the possibility of Sixth Form work in that Science for a suitable candidate.

Please apply in the first instance by letter to the Head of the school stating the names and addresses of two referees. London Allowance payable.

HILLINGDON
(London Borough of)

VYNERS SCHOOL
Warren Road, Ickenham
Uxbridge, Middlesex UB10 8AB
(Number on roll [illegible] in
Sixth Form)

Required April 1980 for one term, well qualified TEACHER of CHEMISTRY and COMBINED SCIENCE.

Please apply in the first instance by letter to the Head of the School stating the names and addresses of two referees. London Allowance Payable.

HILLINGDON
(London Borough of)

NORTHWOOD SCHOOL
Potter Street, Northwood
HA6 1QG
(Number on roll 1,140—94 in
Sixth Form)

Required for the beginning of the Summer Term (22nd April, 1980), a TEACHER of PHYSICS or CHEMISTRY to join a large team in the Science Department.

Physics and Chemistry are taught to G.C.E. "O" and "A" level and C.S.E. Ability to teach Nuffield Combined Science in the Lower School would be an advantage.

Please apply in the first instance by letter to the Head of the School stating the names and addresses of two referees. London Allowance payable.

HOUNSLOW
(London Borough of)
GUMLEY HOUSE
CONVENT SCHOOL
St John's Road, Isleworth TW7 6DN
(Roll 1,110)

PHYSICS TEACHER required September 1980 to share teaching of subject to "A" level in this Voluntary Aided Girls' Comprehensive School. Modern well equipped laboratories. An interest in electronics an advantage. Scale post according to qualifications and experience. London Allowance.

Apply by letter to the Headmistress with curriculum vitae and names and addresses of two referees.

ISLE OF WIGHT
COUNTY COUNCIL
MEDINA HIGH SCHOOL
Fairlee Road, Newport, Isle of Wight PO30 2DX
(Age range 13 to 18 years)
(1,188 on roll)

Required for September, 1980, a full-time TEACHER of PHYSICS with a particular interest in Applied Physics and Electronics. Timetable will include "O" level Physics, C.S.E. Applied Science with Electronics and 3rd Year Integrated Science. "A" level work in Physics may be available for a suitable applicant. An interest in SCISP would be an advantage.

Application forms (S.A.E.) from the Head Teacher at the school, to whom they should be returned by 7th March, 1980.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD DIVISION

Required for Summer term only, temporary SCIENCE TEACHER. Part-time considered.

Letters of application as soon as possible to the Headmistress, Dartford Grammar School for Girls, Shepherds Lane, Dartford, Kent, giving full details of age, education, qualifications, experience, if any, and the names of two referees.

GRAVESHAM DIVISION

ST. JOHN'S R.C. COMPREHENSIVE SCHOOL
Rochester Road, Gravesend.
(Roll: 890)
Required for September, 1980, TEACHER of CHEMISTRY. Ability to help with "A" level work an advantage.

St. John's is a 6-form entry mixed school, re-organised as an 11 - 18 comprehensive in 1974. There are 890 pupils on roll and it is expected that this will grow in three years to over 1,000, including 150 in the Sixth Form.

Also required for September, 1980, TEACHER of PHYSICS. Applications will be welcomed from final year students. This is a good opportunity to join an expanding and successful department.

St. John's is a 6-form entry mixed school, reorganised as an 11-18 comprehensive in 1974. There are 890 pupils on roll and it is expected that this will grow in three years to over 1,000, including 150 in the Sixth Form.

Further details and application forms for both posts from the Headmaster at the school (telephone Gravesend 4716) to be returned to Canon E. Mundy, 192 Parrock Street, Gravesend, as soon as possible.

THAMESVIEW SCHOOL
Thong Lane, Gravesend, Kent
Required for 1st September, 1980, TEACHER of GENERAL SCIENCE to teach largely in Lower school in self-contained accommodation. Ability to teach Physics to "O" level and C.S.E. would be a recommendation.

Also required for 1st September, 1980, TEACHER of BIOLOGY. Candidate should be prepared to teach the subject to "O" level and C.S.E. as well as sharing the teaching of Integrated Science in Years 1 to 3.

Thamesview School opened in September, 1968, in new purpose-built accommodation and serves a large private housing estate on the east of Gravesend. The school has now reached its maximum size of 1,100 boys and girls on roll. Applications for both posts by letter in the first instance to the Headmaster giving a brief statement of qualifications and experience and the names and addresses of two referees.

MEDWAY DIVISION

ROCHESTER, TEMPLE SECONDARY BOYS' SCHOOL
Brompton Farm Road, Frindsbury
(Roll 700)
Required from April, 1980, a TEACHER of SCIENCE. This is a Scale 1 post and work is available teaching Combined Science in junior forms and Science Subjects in senior forms.

There are four science laboratories and science is taught to G.C.E. "O" level and C.S.E. The school also has the services of a laboratory technician.

Applications from newly qualified teachers would be welcomed. Please state any subsidiary teaching subject offered. Apply by letter to the Headmaster as soon as possible, giving details of training, qualifications and the names of two referees.

GILLINGHAM DIVISION

GILLINGHAM TECHNICAL HIGH SCHOOL
Required for September, 1980 a graduate TEACHER of PHYSICS. Scale 1.

Gillingham Technical High School —11 to 18, five-form entry, coeducational selective school, 210 in Sixth Form, 80 of whom follow "A" level Physics courses. The successful candidate will teach Physics to "O", "A" and "S" levels and Integrated Science to years 1 to 3. Apparatus and working areas are good. Facilities to teach Computer Studies are available.

Excellent facilities for sport, outdoor activities, music, drama, etc., and we seek someone wanting to participate in the pastoral work and intellectual life of the school.

Further details can be obtained from Dr. R. Koon, Headmaster, G.T.H.S., Pump Lane, Rainham, Kent ME8 0BX.

THE HOWARD SCHOOL
Gillingham
(A Grammar-Modern School of 1,800 boys aged 11 to 19 with a Sixth Form of 250)
Required in September, TEACHER of INTEGRATED SCIENCE and possibly some PHYSICS. Examination work is available for a suitably qualified applicant. Excellent facilities. Previous experience is not essential. Apply to the Headmaster for an application form and further details.

SWALE DIVISION

SITTINGBOURNE, WESTLANDS HIGH SCHOOL
Westlands Avenue, Sittingbourne, Kent
Required for Summer Term, 1980, TEACHER of BIOLOGY up to C.S.E. level with some Junior Physics. Scale 1 post.

Applications, together with names and addresses of two referees to the Headmaster at the school.

SITTINGBOURNE, ST. JOHN'S HIGH SCHOOL FOR BOYS
Swanstree Avenue, Sittingbourne
Scale 1 TEACHER with a special interest in C.S.E. PHYSICS and MATHEMATICS who is prepared to teach some Biology and Physics with Chemistry in the first and second years of the course.

This is a Newsom school where opportunities for [illegible] day work for which [illegible] are payable.

Letters of application to the Headmaster at the school [illegible] the names and addresses of two referees as soon as possible.

CANTERBURY DEPARTMENT

BARTON COURT SCHOOL
Longport, Canterbury CT1 1PH
Selective school for 460 girls aged 11 to 18.
Required for September 1980 a MASTER or MISTRESS to teach PHYSICS to G.C.E. "A" level and Mathematics to G.C.E. "O" level.

Further details and application form from the Acting Headmistress at the school (S.A.E.).

SHEPWAY DIVISION

THE HARVEY GRAMMAR SCHOOL
Folkestone
(Roll 726 boys)
Headmaster: B. Waller, B.A.
Required, for September, a GRADUATE (to join a dynamic and successful department) to teach PHYSICS to A-level and some Junior Combined Science. Would suit a new entrant to the profession (e.g. on Scale 1), but Scale 2 post available for experienced applicant.

Apply by letter to the Headmaster (from whom fuller details are available), enclosing curriculum vitae and names of two referees.

VOLUNTARY AIDED
SECONDARY SCHOOLS
SCALE 2 POSTS AND ABOVE

Lea Mason C.E. School, Bell Barn Road B15 2AF
(620 mixed) S.P.S.
Required Easter/September, HEAD OF SCIENCE, Scale 3 to lead Department of 3 and to teach Physics and/or Biology.
Apply Headmaster.

COUNTY SECONDARY SCHOOLS
SCALE 1 POSTS

Unless otherwise stated, requests for application forms for Scale 1 posts should be sent direct to Head of the school as soon as possible, together with the names of 2 referees and s.a.e.

Cockshut Hill School, Yardley B26 2HX
Teacher of PHYSICS/COMBINED SCIENCE required September, following a promotion. Subject taught to all levels.

Marsh Hill School, Hampton Road B23 7JL
Required Summer Term: temporary teacher of ENGLISH.

Moor End School, Moor End Lane, Erdington B24 9DR
Temporary teachers of:
(a) HISTORY/GEOGRAPHY.
(b) GENERAL SUBJECTS—full-time or part-time considered.

Sir Wilfrid Martineau School, Gressel Lane B33 9UE
(7 f.e. fully developed, co-educational comprehensive, 1,200 pupils, 180 in 6th)
Required April: REMEDIAL/GENERAL SUBJECTS, Temporary in first instance for Summer Term. Broad Remedial timetable across age range. Ability to teach Geography preferred.

There is a scheme for assistance with removal expenses.

BIRMINGHAM
CITY COUNCIL

LONDON BOROUGH OF HAVERING

This outer London Borough is situated on the Eastern side of Central London on the fringe of the Green Belt. There is easy access to London.
Unless otherwise stated:
Closing date is 14 days after the appearance of this advertisement.
In respect of Headships and Senior Teacher posts in all schools, as well as posts in Primary Schools, application forms are available from the Director of Educational Services, Mercury House, Mercury Gardens, Romford, Essex.
For Secondary School scale posts, application should be made to the Headteacher concerned, giving full curriculum vitae and quoting two referees.
Applications requiring acknowledgement and requests for further details and forms, should be accompanied by a stamped addressed envelope. There is a scheme for removal expenses, details on request.

SECONDARY SCHOOLS

BRITTONS SCHOOL (Roll 1,231 Co. Ed.)
Ford Lane, Rainham, Essex.
Required September, 1980.

SENIOR MASTER/MISTRESS

for this 8 form entry Comprehensive School situated on one site. For further details see our display advertisement under Secondary Posts—Senior Masters/Mistresses. Closing date Monday 3rd March, 1980.

ABBS CROSS SCHOOL (Roll 980 Co. Ed.)
Abbs Cross Lane, Hornchurch, Essex.
Telephone: Hornchurch 40304
Headteacher: M. McAlpine, B.A.
Required as soon as possible

TEACHER OF MATHEMATICS

Scale 1, to teach the subject to C.S.E. and G.C.E. 'O' level standards.

BRITTONS SCHOOL (Roll 1,224 Co. Ed.)
Ford Lane, Rainham, Essex RM13 7BB.
Telephone: Rainham 54301
Headteacher: A. J. Smith, B.Sc.
SPA Allowance £201/276 p.a. payable.

Required Summer Term 1980 or as soon as possible thereafter:

TEACHER OF HOME ECONOMICS

Scale 1 to work in a well-equipped popular department. There are opportunities to teach the subject to C.S.E. and 'O' level.

TEACHER OF WOODWORK

Scale 1. Opportunities will occur to teach some allied crafts and Technical Drawing.

TEACHER OF BIOLOGY

Scale 1/2, to join a large active science department. Opportunities exist to teach the subject in C.S.E. 'O' and 'A' level courses. The successful applicant should be prepared to teach some lower school science. A Scale 2 post is available for a candidate with the appropriate qualifications and experience.

Required September 1980 or earlier if possible a

TEACHER OF MATHEMATICS

Scale 1, to join an enthusiastic and well staffed department. An interest in computer studies and/or statistics is desirable. There will be opportunities to teach in well-established C.S.E. 'O' and 'A' level courses as well as 'A' level Computer Studies and 'O' and 'A' level Statistics.

Required September 1980

TEACHER OF PHYSICS

Scale 1/2, to join a large active science department. Opportunities exist to teach Physics in C.S.E., 'O' and 'A' level courses. Ability to teach science to the Lower School would be an advantage. A Scale 2 post is available to a candidate with the appropriate qualifications and experience.

Required September 1980

TEACHER OF SCIENCE

Scale 1, with the ability to teach BIOLOGY, CHEMISTRY and PHYSICS in the first 3 years and at least one of these disciplines in C.S.E. and 'O' level courses.

CHAFFORD SCHOOL (Roll 980 Co. Ed.)
Lambs Lane, Rainham, Essex.
Telephone: Rainham 52811
Headteacher: M. S. Justins, M.A.

Required as soon as possible:

TEMPORARY TEACHER OF ENGLISH

Scale 1, during the maternity leave of absence of the present postholder. Please state subjects offered.

TEMPORARY TEACHER OF GENERAL SUBJECTS

Scale 1, during the maternity leave of absence of the present postholder. Please state subjects offered.

CHASE CROSS SCHOOL (Roll 1,250 Co. Ed.)
Havering Road North, Romford, RM14 4YY
Telephone: Romford 47353
Headteacher: W. Gore
Required as soon as possible

TEACHER OF PHYSICS

Scale 1, to assist with the teaching of the subject throughout the school. There is also an opportunity to teach combined Science in the Lower School.
Well established courses to C.S.E. and G.C.E. 'O' and 'A' levels.

EMERSON PARK SCHOOL (Roll 1,040 Co. Ed.)
Wych Elm Road, Hornchurch, Essex.
Telephone: Hornchurch 43773
Headteacher: J. A. Fowler, M.A.

Required Summer Term 1980 or as soon as possible thereafter a

TEACHER OF CHEMISTRY

Scale 1/2 to share the work of the Science department, but specialising in Chemistry. The teaching load will include Combined Science in the first 3 years and courses in Chemistry to C.S.E. and G.C.E. 'O' and 'A' levels. Help will also be required with a Mode 3 C.S.E. Combined Science Course. This is a strong and well-equipped department providing courses for a wide range of abilities. Applications are welcome from experienced teachers as from new entrants in the profession: a Scale 2 post is available for a suitably experienced and qualified applicant. Further details are available from the school.

ROYAL LIBERTY SCHOOL (Roll 697 Boys)
Upper Brentwood Road, Romford, RM2 6HJ.
Telephone: Romford 40544
Headteacher: J. P. Coles, M.A.
Required Summer Term 1980

TEACHER OF TECHNICAL SUBJECTS

WOODWORK/METALWORK specialist Scale 1/2. Design based methods and traditional skills are taught in modern, well-equipped rooms. Scale 2 post available but also suitable for a first appointment.
Required as soon as possible

TEACHER OF MATHEMATICS

Scale 1, to teach the subject up to C.S.E. and 'O' level with some 'A' level work. Interest in boys' P.E. would be an advantage.

SANDERS DRAPER SCHOOL (Roll 987 Co. Ed.)
Suttons Lane, Hornchurch, Essex.
Telephone: Hornchurch 43068
Headteacher: G. Rogers, B.Sc.
Required Summer Term 1980

TEACHER AS HEAD OF MUSIC

Scale 3. A well qualified and suitably experienced teacher with wide ranging interests is sought for this important post. Immediate application should be made.

Havering

SECONDARY
Science
continued

LONDON, E.1
RAINE'S FOUNDATION SCHOOL
Arbour Square
(Voluntary Aided C of E. Mixed)
Required from September, 1980, a qualified TEACHER of PHYSICS up to "A" level in large academic [illegible]. All-ability intake in each form. [illegible] one to four.

Letters of application with the names and addresses of two referees should reach the Headmaster at the school by 19th March.

NEWCASTLE upon TYNE
DAME ALLAN'S GIRLS' SCHOOL
Fenham, Newcastle upon Tyne NE4 9YJ.
Direct Grant/Independent.
470 Girls. Sixth Form 130.
Required for September, 1980.
Either/ Good HONOURS CHEMISTRY GRADUATE to share in the teaching of CHEMISTRY to "A" Level and PHYSICS to "O" Level or / Good HONOURS PHYSICS GRADUATE to share in the teaching of PHYSICS to "A" Level and CHEMISTRY to "O" Level.

Apply to the Headmistress immediately with full details of curriculum vitae, testimonials and the names and addresses of two referees. Scale I or Scale II Burnham.

NEWHAM
(London Borough of)
TRINITY SCHOOL
Barking Road, Canning Town,
London, E16 4DD
Head Teacher: D. L. Johnson,
B.Sc.(Econ.)
Number on roll: 1,000
Scale 1.
Required as soon as possible.

A General Science/Chemistry teacher is required for this one-site boys' comprehensive school situated in the pleasant and modern buildings of a former technical school. Teachers qualifying in 1980 could be considered. Preliminary visits welcomed. Tel.: 01-476 9818.

London Allowance £609 plus Social Priority Allowance £201-£276.

Application forms available from the Head Teacher to whom completed forms should be returned by 7th March, 1980.

Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
METHWOLD HIGH SCHOOL,
Methwold, Norfolk.
910 Mixed.

Required for April or September, 1980, Scale 1—To teach BIOLOGY to "O" level and GENERAL SCIENCE in Lower School.

Apply by letter, enclosing tabulated curriculum vitae and the names of two professional referees to the Headmaster, from whom further particulars are available on receipt of an S.A.E. Removal expenses are paid in accordance with the Authority's scheme.

NORTH YORKSHIRE
COUNTY COUNCIL
SKIPTON AIREVILLE COUNTY SECONDARY SCHOOL
(11-16)

Required from commencement of Autumn Term, 1980, TEACHER of PHYSICS or CHEMISTRY, willing to be involved in the development of a Physical Science Course—Scale 1.

Application forms available from the Area Education Officer, Education Office, Water Street, Skipton, on receipt of a stamped addressed envelope to whom they should be returned within 14 days of the advertisement.

PETERBOROUGH
THE KING'S SCHOOL
(The Cathedral School)
Park Road, Peterborough

A TEACHER of PHYSICS (Scale 1) required for September, 1980.

The school is a four-form entry Church of England Voluntary Aided Comprehensive School, with its own distinctive admissions scheme. It has an academic Sixth Form of 120.

Applications by letter, as soon as possible, containing curriculum vitae, and the names of two referees to the Headmaster, Mr. M. J. [illegible], from whom further information may be obtained.

PETERBOROUGH
THE KING'S SCHOOL
(THE CATHEDRAL SCHOOL)
Park Road, Peterborough

A TEACHER of BIOLOGY (Scale 1) required for September, 1980.

The school is a four-form entry Church of England Voluntary Aided Comprehensive School with its distinctive admissions scheme. It has an academic Sixth Form of 120.

Applications by letter as soon as possible, containing curriculum vitae and the names of two referees to the Headmaster, Mr. M. J. [illegible], from whom further information may be obtained.

CITY OF SALFORD
EDUCATION DEPARTMENT
[illegible] HIGH SCHOOL
Longshaw Drive, Worsley,
Manchester M28 6AZ
Required from the Summer Term
TEACHER—SCIENCE
Application form and further details (S.A.E. please) available from the Headmaster at the above address.

SANDWELL
(Metropolitan Borough of)
WARLEY HIGH SCHOOL
(11-16 Comprehensive)
Required for September,
1980:—
SCIENCE
(Scale 1)

Curriculum offers Integrated Science in Years 1 and 2, separate Sciences in Year 3 and Physics, Chemistry, Biology and Human Biology and General Science at exam level. Person appointed expected to teach throughout school but exam work would depend on specialism.

Letters of application, stating full curriculum vitae and names and addresses of two referees, should be forwarded immediately to Head Teacher, Pound Road, Oldbury, Warley, West Midlands.

SANDWELL
(Metropolitan Borough of)

WOOD GREEN HIGH SCHOOL
(11 to 18 Comprehensive)
Required for September, 1980
PHYSICS—Scale 1

To work within large Science Department "A" level work available for suitable applicant.

Application forms and further details available from and returnable immediately to Head Teacher, Wood Green Road, Wednesbury, West Midlands.

SANDWELL
(Metropolitan Borough of)

MANOR HIGH SCHOOL
(11 to 18 Comprehensive)
Required for April 1980:
GENERAL SCIENCE—Scale 1

Letters of application stating full curriculum vitae and names and addresses of two referees, should be forwarded immediately to Head Teacher, Friar Park Road, Wednesbury, West Midlands.

SHROPSHIRE
EDUCATION COMMITTEE
THE UPPER SCHOOL
(13-18)
District Centre, Stirchley, Telford
Shropshire
Required for September, a TEACHER for GENERAL SCIENCE and PHYSICS to "O" level in the first instance. Housing available. Further details from Head (S.A.E.).

SHROPSHIRE
EDUCATION COMMITTEE
ADAMS SCHOOL
Wem, Shropshire SY4 5UB
PHYSICS SPECIALIST required for September. Work at all levels in this 11 to 18 comprehensive School.

Further details from Headmaster (S.A.E.).

SOLIHULL
EDUCATION COMMITTEE
LIGHT HALL SCHOOL
Hathaway Road, Shirley
Solihull B90 2PZ. West Midlands
Wanted for September, 1980, Scale 1 TEACHER of BIOLOGY and Lower School SCIENCE.

Letters of application, enclosing S.A.E. to the Headmaster.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
CHEADLE HIGH SCHOOL
Station Road, Cheadle
Stoke-on-Trent, ST10 1LH.
(Group 11: Age range 11 to 18 years: Roll 1,140)
Required for September 1980, at this expanding Comprehensive School: a Graduate PHYSICIST to teach Nuffield courses at all levels plus Junior Science and possibly some Junior Mathematics as an interim measure. Physics is a strong subject within the school and is a popular choice for G.C.E. "A" level study. This is a Scale 1 post.

Application forms and further particulars are obtainable, on receipt of a stamped addressed foolscap envelope to the Head Teacher of the school, to whom completed forms should be returned not later than 7th March, 1980.

STAFFORDSHIRE
EDUCATION COMMITTEE
NETHER STOWE COMPREHENSIVE SCHOOL
St. Chad's Road, Lichfield
Required for Easter or September 1980: TEACHER of SCIENCE (Scale 1). A strong department of nine staff, offers courses at C.S.E. (Modes 1 and 3) and G.C.E. ("O" and "A" levels). A Graduate, preferably a Chemist, is sought to assist with Combined Science classes in the Lower School and to teach Nuffield based separate Science courses up to and including "A" level thereafter.

Application forms and further particulars obtainable from (and returnable to) the Head Teacher (s.a.e.) within two weeks of the appearance of this advertisement.

WOODWORK TEACHER/INSTRUCTOR
SALARY BURNHAM 2

Exciting opportunity to work with small groups (4-6) of teenage boys providing basic skills and teaching up to C.S.E. and City and Guilds levels. The post holder will be working in a mutually supporting team of teachers and social workers and will be expected to develop contacts with local industry.

St. Christopher's is a community home with education for up to 48 boys with emotional problems which they exhibit by disruptive, difficult and delinquent behaviour. We aim to provide a caring and emotionally secure environment where the boys can begin to trust the grown-ups and form helping relationships with them. The boys have all experienced much failure in the past and all our education is aimed at providing areas of success.

The successful candidate must be able to identify with the range of feelings of the boys and at the same time demonstrate his/her caring in a firm and kindly way. If you have the appropriate qualification, experience, and personality why not come and see for yourself our well thought out, phased system of care, treatment and education. Just ring Tony Hoey on 01-673 1161/0168/0808.

Salary either Burnham 2 plus £831 special responsibility allowance, or Instructor scale £3,309 to £3,968 with bar at £3,828. For both posts £327 LW (non-resident).

Fringe benefits may include up to £800 legal fees involved in house purchase, 75 per cent removal expenses and assistance with temporary accommodation depending on personal circumstances.

LONDON BOROUGH OF
HILLINGDON

Application form and further details from the Personnel Officer, Civic Centre, Uxbridge, Middlesex. Telephone Uxbridge 50111, quoting reference SS/26/304XE. Closing date 7 March 1980.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
CLAYTON HIGH SCHOOL,
Clayton Road, Clayton, Newcastle,
Staffordshire ST5 3DN.
Group 10
Age Range 11-18 years
No. on Roll 1627.

Required for September, 1980, a graduate teacher of PHYSICS (Scale 1) to teach the subject to Advanced and Scholarship levels in this mixed Comprehensive with a strong Sixth Form.

Application forms and further particulars are obtainable, on receipt of a foolscap stamped addressed envelope, from the Head Teacher at the school, to whom completed forms should be returned not later than 7th March, 1980.

SUFFOLK
COUNTY COUNCIL

BENJAMIN BRITTEN HIGH SCHOOL
Lowestoft
(11-18: 712 Pupils)
Headmistress: Miss G. E. Smith

Required for September, 1980, to join a lively and well qualified departmental team in this recently established Comprehensive School (Group 10), TEACHER Scale 1 to work with PHYSICS and CHEMISTRY throughout the main school and to take one of these subjects to "A" level. The school is purpose-built with well equipped laboratories.

Application forms and further details (stamped addressed envelope) from the Headmistress, Benjamin Britten High School, Blyford Road, Lowestoft, to whom completed forms should be returned within a fortnight of the appearance of this advertisement.

SURREY
EPSOM COLLEGE
590 boys (350 boarders, 240 day-boys). Sixth Form of 280 including 30 girls
Two vacancies in September 1980, for well qualified GRADUATES:
(1) To teach CHEMISTRY throughout the school up to "A" level.
(2) To teach PHYSICS throughout the school up to "A" level, with some Junior MATHEMATICS.

Experience not essential for either post. Accommodation available. Own salary scale. Interest in games and other activities an advantage.

Please apply with full curriculum vitae and names of two referees to Headmaster, Epsom College, Epsom, Surrey.

SUTTON
(London Borough of)
THE WALLINGTON HIGH SCHOOL FOR BOYS
Croydon Road, Wallington, Surrey
(Edge of Surrey Green Belt and within easy reach of central London)
720 boys. Academic Sixth Form of 160
Required for April or September in this boys' Grammar School, an ASSISTANT to share the teaching of CHEMISTRY up to and including "A" level with some JUNIOR SCIENCE. The school has a large Science sixth and a distinguished record of university successes.

Scale 1, London Allowance £408.

Applications (no forms) to The Headmaster with curriculum vitae and names and addresses of two referees as soon as possible. Tel. 01-647 2235/3028.

TRAFFORD
(Metropolitan Borough of)
EDUCATION DEPARTMENT
ALTRINCHAM GRAMMAR SCHOOL FOR BOYS
(870 boys)
Marlborough Road, Bowdon,
Altrincham, Cheshire
Tel.: 061-928 0858
PHYSICS
Required at Easter or in September, 1980, a GRADUATE TEACHER to teach PHYSICS throughout the school.

The school is organised on an academic and traditional basis, and the successful candidate will be expected to play a full part in out of school activities.

This post would be suitable for a teacher on first appointment but a Scale post would be available for a successful candidate with appropriate qualifications and experience.

Application forms available from the Head of the school, should be returned as soon as possible.

WARWICKSHIRE

KING EDWARD VI GRAMMAR SCHOOL FOR BOYS
Church Street,
Stratford-upon-Avon
(400 on roll)

Graduate TEACHER, Scale 1, to help with the teaching of PHYSICS throughout the school, possibly up to "A" level, and some Chemistry. Assistance with games (rugby/cross-country/cricket) very important.

Apply in writing to the Head giving curriculum vitae and names and addresses of two referees (S.A.E., please).

WEST SUSSEX
COUNTY COUNCIL
MID-SUSSEX AREA
THE WEALD SCHOOL
Station Road, Billingshurst RH14 9RY
(Mixed 11 to 18 Comprehensive school for 1,400 pupils)
PHYSICS TEACHER, Scale 1, required for Summer term if possible or September, 1980. Full range of teaching available including Nuffield Combined Science scheme in lower school. "A" level teaching will be offered to a suitable applicant.

Removal expenses payable in approved cases.

Form and details from Headmaster on receipt of S.A.E.

WILTSHIRE
CHURCHFIELDS SCHOOL
Salcombe Grove, Swindon, SN3 1ER
Tel. Swindon 28401
(Mixed Comprehensive: 1,300 (11-18)
Headmaster, R. Owen, B.A., M.Litt.
Required from April, or September, 1980, GRADUATE PHYSICIST to share in Nuffield "O" level, traditional "O" level, and C.S.E. Mode 1 courses. Some Chemistry and General Science teaching would also be required in the initial instance. Advanced level Nuffield Physics would be available for suitably experienced candidate. Four modern Physics laboratories in a purpose-built block.

Full details of school and post (S.A.E. please) from Headmaster.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE

Required for September, 1980:

HIGHFIELDS SCHOOL

TEACHER of CHEMISTRY, Scale 1, required for a large well qualified Science Faculty which teaches Nuffield Chemistry (and other Science disciplines) to "A" level.

Highfields is a mixed comprehensive (at present Group 13) housed in modern buildings in open country on the southern boundary of the town. The school has its own residential centre in Wales and there is ample scope for interesting field work in this area.

The Sixth Form has 210 pupils and a good Oxford and University record, including Open Scholarship successes.

MORETON SCHOOL

TEACHER of CHEMISTRY and GENERAL SCIENCE, Scale 1

This developing 11-18 school opened in 1976 in purpose-built as a community comprehensive school occupying a site overlooking much of the Shropshire and Staffordshire countryside.

Application forms available from the Director of Education, Education Department, Civic Centre, St. Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 10 days of this advertisement (S.A.E., please).

UNILAB.—Science Equipment Research appointment. See Miscellaneous.

Social Studies

Scale 1 Posts

CITY OF SALFORD
EDUCATION DEPARTMENT

ORDSALL HIGH SCHOOL

Craven Drive, Salford, M5 3DH
(11 to 16: Mixed Comprehensive: 880 pupils)

Required from Easter term: TEACHER of SOCIAL STUDIES (Scale 1) to join a flourishing department team.

The successful applicant will be required to work with years three, four and five inclusive to all ability levels on established courses.

This will be a temporary post in the first instance.

Please send s.a.e. to the Acting Headmaster for application form and further details. Completed applications to be returned to Acting Headmaster.

Speech and Drama

Other Posts on Scale 2 and above

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

GILLINGHAM DIVISION

UPBURY MANOR SCHOOL
Roll 1,600
Applications are invited for the post of Assistant TEACHER of DRAMA, with some English, Scale 2.

Further details and application form available, on receipt of a SAE, from Mr J. C. Rowland, MA, Headmaster, Upbury Manor School, Marlborough Road, Gillingham, Kent.

Scale 1 Posts

MUSICAL SHOW PRODUCTION IN AMERICA

Numerous vacancies in American summer camps for people with skills in Musical Show Production. Mid-June to late-August 1980. Round-trip flight, board and lodging and min. $190 salary. See Bunacamp ad. in Holiday section.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Department, The Civic Centre, Lampton Road, Hounslow TW3 4DN
THE HEATHLAND SCHOOL,
Wellington Road South, Hounslow,
Middlesex
Headmaster: Geoffrey J. Samuel,
J.P., B.A.
Telephone: 01-572 4411
(Roll: 1,440, including a Sixth Form of 177)
Required for September, 1980, for this eight-form entry mixed comprehensive school which opened in September, 1973, and moved into purpose-built premises in April, 1974.

A well qualified and enthusiastic DRAMA TEACHER, Scale 1.

The expansion of this well-established and energetic Drama Department within the school means that a teacher of Drama who can also take English for a small part of the timetable is required.

The school has modern and well equipped Drama facilities, including the use of closed circuit television. The subject is taught throughout the school, with courses leading to "O" level, C.S.E. and to an "A" level in Drama and Theatre Arts. All pupils in the first English is an important qualification.

The school is organised on a year system with a suite of rooms for every year. All members of staff three years take Drama. The Department also has a tradition of successful school productions drawing on a wide range of pupils.

A drama special is required for this post but ability to teach some are expected to participate in the work and activities of the Year Bases.

London Allowance £408 payable.

Letters of application (no forms) within seven days to the Headmaster giving details of qualifications and the names of two referees.

A. Groves, Director of Education.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

SWALE DIVISION

THE SHEPPEY SCHOOL
Headmaster: R. C. Barson, B.A.
Fully comprehensive mixed upper school 13 to 18 years, 1800-plus on roll.
Specialist TEACHER required for DANCE within the Faculty of Language and Communication. Mixed groups of all ability and age ranges. C.S.E. examination work.

Letters of application, together with curriculum vitae and names and addresses of two referees to The Headmaster, The Sheppey School, Minster Road, Minster, Sheppey, Kent.

WEST SUSSEX
NORTH EASTERN AREA
SACKVILLE SCHOOL
Lewes Road, East Grinstead, Sussex
(Mixed 11-18 Comprehensive School with 1,570 on roll)
Scale 1 TEACHER for DRAMA throughout the school, including examination work, with some ENGLISH.

Form and details from Headmaster on receipt of S.A.E.

Technical Studies

Heads of Department

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Department, The Civic Centre, Lampton Road, Hounslow TW3 4DN.
HOUNSLOW MANOR SCHOOL,
Prince Regent Road, Hounslow TW3 1NE.
Headmaster: Mr. J. E. White.
Comprehensive Mixed 1,470 pupils age 11-18, Sixth Form 180 pupils.
Required for September 1980, HEAD of TECHNICAL STUDIES Scale 4 within a newly created faculty of Art, Technology and Design.

The successful applicant should be skilled in all aspects of Craft Teaching with a particular interest in Design Technology and be a person with drive and imagination capable of transmitting to others his/her own commitment to high standards.

The school has a thriving and successful Craft Department and its facilities include 5 metalwork, 3 woodwork and 2 graphic communication rooms as well as 2 sixth form study areas.

This is an excellent opportunity for an enthusiastic and well organised person to undertake an important role within the school's organisation.

London Allowance £408 payable.
Closing date: Within seven days.

Applications by letter giving full details of experience and qualifications, the names and addresses of two referees, to reach the Head Teacher (from whom further details can be obtained: stamped addressed foolscap envelope please) within 7 days of this advertisement.

A. Groves, Director of Education.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SEVENOAKS DIVISION
SPITALS CROSS SCHOOL,
Spitals Cross, Edenbridge, Kent.
Group 8 — Roll 600 plus Mixed.
Required for September, 1980, an experienced and qualified teacher to become HEAD of DEPARTMENT, TECHNICAL SUBJECTS, Scale III.

The person appointed will initially teach Woodwork and some Technical Drawing to "O" level and be responsible for the department which includes Metalwork and Technical Drawing.

The School is being reorganised by September, 1981, into an Upper School (13 to 18) when Craft Technology could form a large part of the Department's work together with "A" level work. Modern techniques and flexibility in approach are essential.

Application form and further particulars from the Headmaster, enclosing S.A.E.

Other Posts on Scale 2 and above

AVON COUNTY
BROADOAK SCHOOL
Broadoak Road, Weston-super-Mare,
BS23 4NP.
Required from 17th April, or as soon as possible, TEACHER of TECHNICAL STUDIES. Permanent or temporary post, Scale 2 for suitably qualified applicant to take charge of Motor Engineering and the Schools Traffic Education Programme.

Application by letter to the Head immediately with full details of qualifications, experience and names of two referees.

Quote 401-7.12.70.

BEDFORDSHIRE

SOUTHERN AREA

NORTHFIELDS UPPER SCHOOL
Houghton Road, Dunstable
Beds

Headmaster, Mr. D. Fone
B.Sc.

Required for April, 1980, a TEACHER of CRAFT, DESIGN and TECHNOLOGY. The successful candidate will join a well-established team and should be able to teach Metal/Engineering and Technical Drawing/Graphics to examination levels and offer their own ideas for the development of those subjects. It would be an advantage to be able to assist with the teaching of a new modular technology established recently. Scale 2 is available for a suitably experienced applicant.

Further details and application forms obtainable from and returnable to the Headmaster (S.A.E., please).

BROMLEY
(London Borough of)
KENTWOOD SCHOOL FOR BOYS
Penge, S.E.20
Required for April 1980: a TEACHER (Scale 2) to develop TECHNOLOGY.

See full details under "Science, Scale 2 posts".

DURHAM
COUNTY COUNCIL
YOHDEN HALL COMPREHENSIVE SCHOOL
806 on roll, 11 to 16 years
METALWORK/MOTOR VEHICLE STUDIES: Salary 2: Suitably qualified and experienced TEACHER required for September, 1980 or earlier if possible to take charge of METALWORK and MOTOR VEHICLE STUDIES.

Stamped addressed envelope for application form and further details to Area Education Office, Seaside Lane, Easington, Peterlee, Co. Durham.

Closing date for receipt of applications 3rd March, 1980.

ENFIELD
(London Borough of)
AYLWARD SCHOOL
Wilbury Way, London N18 1BK
(Mixed Comprehensive)
Roll 1,300
Required for Easter or September, 1980, TECHNICAL STUDIES TEACHER to join a very strong technical team. Scale 2 for a suitably qualified and experienced person. Excellent facilities available with the opportunity to teach a variety of craft subjects.

Substantial allowances in addition to Scale Post.

Consideration given to generous assistance with removal and relocation costs, temporary housing and two homes allowance.

Apply by letter giving full details and the names of two references to the Head Teacher at the school as soon as possible.

ESSEX
ST THOMAS MORE HIGH SCHOOL FOR BOYS
(Roll 580)
Kenilworth Gardens,
Westcliff on Sea
Tel. 44055
ASSISTANT TEACHER, DESIGN AND TECHNOLOGY, Scale II.

Required for September, 1980, to teach Design and Technology with special responsibility for Woodwork to CSE and "O" level.

Curriculum vitae and names of referees to Head Teacher (foolscap SAE, please).

HARINGEY
(Borough of)
THE DRAYTON SCHOOL
Gladesmore Road, Tottenham N.15
(11-18 Co-educational Comprehensive Community School with 100 plus in Sixth Form). Telephone 01-[illegible]

Required for September, 1980, a TEACHER of CRAFT, DESIGN and TECHNOLOGY (Scale 3). The workshops are well equipped and comprise a woodwork and a metalwork shop, a double combined crafts workshop, a motor engineering science workshop and a technical drawing room.

The Department teaches boys and girls from the second year onwards. Options start in the third year for courses being developed in Design Technology to C.S.E. "O" and "A" levels. The successful candidate would be in charge of the combined work and the classroom block, with special responsibility for Graphic Communication.

Forms of application and further details are available from the Head of the School to whom completed application forms should be returned within two weeks of this advertisement. Visits to the school welcomed.

Social Priority Allowance £201/£276.

London Allowance (£609) payable.

Removal expenses: 100 per cent allowed in approved cases.

HERTFORDSHIRE

WATFORD BOYS'
GRAMMAR SCHOOL

Rickmansworth Road,
Watford

Roll: 1,050 boys.
260 in Sixth Form

Required April or September, TEACHER of CRAFT, DESIGN and TECHNOLOGY, with special interest in Woodwork.

Scale post and generous relocation expenses possible, but vacancy equally suitable for first appointment. London fringe allowance (Euston 17 minutes) and very pleasant conditions on edge of open country.

Apply to Headmaster giving full details of qualifications and interests, together with names of two referees.

HILLINGDON

(London Borough of)

MOBILE TEACHERS
(Required as soon as possible)

MOBILE TEACHERS of CRAFT DESIGN and TECHNOLOGY, Scale 3, to teach in any of the authority's 20 comprehensive schools, to join a team of three.

Applicants should be experienced, qualified teachers, flexible in approach and able to offer the basic technical subjects.

This is a full-time established post, not a supply post.

London Allowance and Car Allowance payable for mileage within the borough.

Application forms from and returnable to the Director of Education, Civic Centre, Uxbridge, Middlesex (Tel. Uxbridge 50468).

London Allowance payable.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GILLINGHAM DIVISION
THE HOWARD SCHOOL
Gillingham.
A Grammar-Modern School of 1,800 boys aged 11 to 19 with a Sixth Form of 200.
Required from Easter, TEACHER of METALWORK and TECHNICAL DRAWING.

The post is a permanent one but a temporary appointment for just the Summer Term would be considered. Previous teaching experience not essential, but an allowance is available for someone with appropriate experience and qualifications. Excellent facilities.

Apply by letter with the names of referees to the Headmaster, from whom further particulars can be obtained.

REDBRIDGE
(London Borough of)
ILFORD COUNTY HIGH SCHOOL FOR BOYS
Fremantle Road, Barkingside
Ilford IG6 2JB
Telephone 01-550 2081
Head Teacher: J. A. Evans, B.A.
Required for April or September, 1980, a suitably qualified TEACHER of TECHNICAL STUDIES for this highly selective grammar school. A teacher with a strong interest in Design and Technology will be particularly welcome.

WOODBRIDGE HIGH SCHOOL
St. Barnabas Road, Woodford Green
Essex IG8 7DH
Telephone 01-504 9618
Head: A. C. R. Duke, M.A.
Suitably qualified TEACHER of CRAFT required for September, 1980, in this 11-16 Mixed School which has been comprehensive since 1972. The teaching responsibilities would be mainly with heavier crafts (wood, metal, T.D.) but a background of, and enthusiasm for, Design and Technology would be most welcome.

BEAL HIGH SCHOOL
Woodford Bridge Road, Redbridge
Ilford IG4 5LP
Telephone 01-550 2733
Head: M. J. Manuel, M.A.
Required for April or September, 1980, a suitably qualified TEACHER to join the TECHNICAL STUDIES department. The successful applicant will be required to teach Woodwork and Technical Drawing to C.S.E. and "O" level. The Department is also considering the introduction of an element of design into the curriculum.

Scale 2 and Outer London Allowance payable, and applies to all the above posts.

Further details of all posts and application forms available from the Head, to whom completed forms should be returned as soon as possible.

RICHMOND UPON THAMES

(London Borough of)

CHRIST'S SCHOOL
(11-16 mixed comprehensive)
East Side, Queen's Road
Richmond, TW10 6HW

Six form entry, ecumenical voluntary aided school for Anglicans and Roman Catholics formed in September, 1976, and occupying modern buildings on either side of the road in a pleasant area close to Richmond Park.

HEAD OF TECHNICAL
STUDIES, Scale 3

An enthusiastic and energetic TEACHER is required for the Summer Term or as soon as possible afterwards to organise this department.

Forms (foolscap SAE) from Director of Education, Regal House, London Road, Twickenham, TW1 3QB, returnable to the Headmaster at the school as soon as possible.

SECONDARY
Technical Studies
continued

WEST SUSSEX
COUNTY COUNCIL
MID-SUSSEX AREA
THE WEALD SCHOOL
Station Road, Billingshurst, RH14 9RY
(Mixed 11-18 Comprehensive School for 1,000 pupils)

WOODWORK TEACHER (M/F) to C.S.E. and "O" level required for April. Scale 2 for suitable candidate.

Interest in Technical Drawing an advantage.

Form and details from Headmaster on receipt of SAE.

Scale 1 Posts

AVON COUNTY
STOCKWELL HILL SCHOOL
Westerleigh Road, Downend,
Bristol BS16 6XA.

Required from 17th April, TEACHER of TECHNICAL SUBJECTS to teach WOODWORK, METALWORK and possibly middle school Design Drawing. Scale 1 post.

Application by letter to the Head immediately with full details of qualifications, experience and names of two referees.

Quote 600-S.2.80.

BARNSLEY
METROPOLITAN BOROUGH COUNCIL
WOMBWELL HIGH SCHOOL
Roebuck Street, Wombwell, Barnsley.
(11 to 18 Mixed Comprehensive 1400 on roll)
Headteacher: F. H. Lane, M.Sc.

Required for September, 1980, TEACHER of HEAVY CRAFT SUBJECTS (Woodwork/Metalwork/Technical Drawing/Technology) Scale 1.

To join a department of seven with well equipped workshops. This post is suitable for a newly qualified teacher.

Application forms and further details available from and returnable to the Headteacher (S.A.E., please).

BEDFORDSHIRE
NORTHERN AREA
ST. THOMAS MORE R.C. UPPER SCHOOL
Tyne Crescent, Bedford

Required for September 1980 a TEACHER of TECHNICAL SUBJECTS (Scale 1). Ability to teach both Engineering and Woodwork or Graphic Communication desirable. Excellent facilities are available.

Further details from the Headmaster at the school.

BERKSHIRE
THE BULMERSHE SCHOOL
Chequers Way, Woodley, Reading
Number on roll 1,310
Required for September, 1980 (or earlier if possible)
CRAFT TEACHER Scale 1

TUTOR for Craft offering any combination of the following: Wood and/or Metal, Technical Drawing; allied materials. We are seeking a teacher with enthusiasm and flair to work in the Heavy Craft Area of the Design Centre. The position offers valuable experience to someone wishing to make a career in this area of the curriculum. The flexibility within the centre enables sound scope for development of individual skills. Attitude, and a willingness to develop professionally are very important. The facilities are excellent.

We are situated on the same campus as the College of Higher Education and within easy distance of the University, the College of Technology and the College of Art Annexe. The successful candidate will have the opportunity to participate with an enthusiastic team in the formulation of policy for this area of the curriculum and become actively involved in the corporate life of the school.

Application forms and further details obtainable from Headmaster (s.a.e.). Closing date March 10.

BERKSHIRE
EASTHAMPSTEAD PARK SCHOOL
Easthampstead Park, Wokingham
(Roll 1,480; comprehensive)

Required for April or September 1980: TEACHER of DESIGN TECHNOLOGY (Scale 1) for this well-established department.

Application forms and further details from the Principal (s.a.e.). Closing date: 10th March.

BUCKINGHAMSHIRE
WYCOMBE DIVISION
GREAT MARLOW SCHOOL
Bobmore Lane, Marlow, Bucks
(No. on roll: 750 boys and girls)
Head: Mr. R. Pelkey, B.Sc.

Required for Summer Term, temporary full-time TEACHER (m/f) of TECHNICAL STUDIES for WOODWORK, METALWORK, and some TECHNICAL DRAWING. The facilities include Woodwork, Metalwork and Car Maintenance shops and a technical drawing office.

Applications by letter to Headmaster with names and addresses of two referees and stamped addressed envelope.

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
RYBURN VALLEY HIGH SCHOOL
St. Peter's Avenue, Sowerby, Sowerby Bridge, Halifax, HX6 1DP
(860 on roll)

Required for the beginning of Autumn term 1980 TEACHER of CRAFT SUBJECTS (Scale 1), mainly Woodwork, in this developing 11 to 18 Comprehensive School which admitted its first comprehensive intake in 1978. The department has good facilities and there are well-established courses leading to 16-plus and C.S.E. level. It may be possible to offer opportunities to teach a second subject.

Application forms and further details obtainable (on receipt of a s.a.e.) from the Head Teacher to whom completed forms should be returned by 7th March 1980.

CAMBRIDGESHIRE
PETERBOROUGH AREA
ORTON LONGUEVILLE SCHOOL
Oundle Road, Orton Longueville, Peterborough PE2 0EA
Tel. Peterborough 231071
(Group 11, Comprehensive Mixed 1,350)
Required for April or September, 1980

TEACHER (M/F) for WOODWORK (Scale 1) to take charge of a well-equipped workshop in the Technical Studies Department. Technical Drawing could be available for a suitably qualified candidate. It is hoped to develop a Design and Technology course in the future and the successful candidate would be able to contribute to this.

There is a possibility of assistance being given with housing in appropriate cases.

Letters of application, with the names and addresses of two referees, should be sent to the Head Teacher, Mr. P. J. Frogley, M.A., within 10 days of the appearance of this advertisement.

CAMBRIDGESHIRE
CAMBRIDGE AREA
SAWSTON VILLAGE COLLEGE

Required for September, TEACHER (m/f) for TECHNICAL STUDIES (Scale 1) to teach to GCE "O" level in this 11-16 Comprehensive school (roll 1,300) which forms part of a large Community College situated on the southern outskirts of Cambridge. Excellent facilities including new workshops.

Further details from the Warden, Sawston Village College, New Road, Sawston, Cambridge, CB2 4BP, to whom applications should be made by letter with full curriculum vitae and names and addresses of two referees, as soon as possible.

CROYDON
(London Borough of)
OVERBURY HIGH
Overbury Crescent
New Addington
Croydon CR0 0AS
Telephone 66-42132/3
Tenable 1st September, 1980

A TEACHER to join the HEAVY CRAFT DEPARTMENT in the school to teach mainly Woodwork. An interest in Engineering Drawing and Design would be an added recommendation.

Salary: Burnham Scale 1 with London Area Allowance.

Reasonable removal expenses will be reimbursed (details on request). Please send S.A.E. for application form (or S.T.A.P.) from and returnable to the Head Teacher at the above address as soon as possible.

DERBYSHIRE
MANOR SCHOOL
Old Road, Chesterfield S40 3QS
(11 to 16 mixed comprehensive)
(Number on roll 700)

For April, Scale 1 TEACHER of WOOD/METALWORK. An ability to offer some MATHEMATICS or SCIENCE is desirable.

Letters of application with curriculum vitae and details of two referees to the Headmaster at the school (S.A.E., please).

DUDLEY
METROPOLITAN BOROUGH
OLDSWINFORD HOSPITAL SCHOOL
Hagley Road, Stourbridge,
West Midlands, DY8 1QX
(11-18 Voluntary Aided Comprehensive, mainly boarding; 400 boys, 80 in Sixth Form)

Required for September, 1980, TEACHER of TECHNICAL STUDIES. New Art and Craft Centre will be completed by September, 1980, together with a Design Studio and new Pottery area. Art and Design both taught to "A" level in the school. Versatile teacher sought who could make a wide contribution in three dimensional Art as well as being able to teach Design throughout the school. Knowledge of Ceramics would be helpful. Post is resident and generous allowances are paid for boarding duties, together with free accommodation.

Further particulars from the Headmaster to whom applications (by letter) should be sent, together with the names of two referees.

DURHAM
COUNTY COUNCIL
WOODHAM COMPREHENSIVE SCHOOL
Newton Aycliffe.
11 to 18 years. 1167 on roll.

WOODWORK—Salary Scale 1. Well qualified TEACHER required for September, 1980.

Stamped addressed envelope for application form and further details to Area Education Office, Green Lane, Spennymoor, Co. Durham.

Closing date for receipt of applications 3rd March, 1980.

DYFED
COUNTY COUNCIL
EDUCATION COMMITTEE
MILFORD HAVEN CENTRAL SECONDARY SCHOOL
1,350 on roll
Temporary Vacancy—HANDICRAFTS

Required for April, 1980, a Scale 1 Teacher of Handicrafts for one term only to teach Woodwork and Metalwork.

Applications immediately to the Headmaster at the School (s.a.e., please), including curriculum vitae and the names and addresses of two referees.

W. J. Phillips, Director of Education, Education Department Headquarters, Pibwrlwyd, Carmarthen, Dyfed.

ESSEX
TORELLS SCHOOL
(Roll 1,200)
Buxton Road, Grays
Telephone: Grays Thurrock 71351
HANDICRAFT TEACHER, Scale 1

TEACHER for HANDICRAFT; interest in Art, Metalwork and Design-based courses required. Well-equipped and organized design faculty.

Curriculum vitae and names of referees to Head Teacher (foolscap S.A.E. please).

GLOUCESTERSHIRE
ARLE SCHOOL
Howell Road, Cheltenham
(Six-form Entry, 11-18, Mixed Comprehensive)

Required from either April or September, 1980, TEACHER of TECHNICAL STUDIES, Scale 1. Probability of two posts.

Applicants preferably should be able to offer Metalwork, Design and either Technical Drawing or Woodwork.

Apply by letter to the Headmaster from whom further details obtainable (SAE or phone Cheltenham 510000).

HAMPSHIRE
BOHUNT SCHOOL
Liphook
11-16 Comprehensive mixed
860 on roll
Designated Community School with 3 year entry from September 1980.
CRAFT, DESIGN and TECHNOLOGY.

Curriculum vitae, two referees to Head with S.A.E. from whom further details are available.

HAMPSHIRE
CRANBOURNE SCHOOL
Wessex Close, Basingstoke
RG21 3NP
11-16 Mixed Comprehensive
Number on Roll: 1,300.

Required for September: TEACHER of DESIGN, CRAFT and TECHNOLOGY (Scale 1) to work in a forward thinking and well equipped department.

An understanding of all craft disciplines and an interest in a Technological approach is desirable.

Please apply by letter to the Headmaster from whom further details may be obtained.

HAMPSHIRE
CALTHORPE PARK SCHOOL
Hitches Lane, Fleet, Hampshire
Comprehensive mixed 11 to 16
(Number on roll 1,374)
Required for September, 1980
Scale 1
TEACHER of TECHNICAL STUDIES

Closing date one week after appearance of this advertisement. Letter of application, nominating two professional referees, to Head Teacher with S.A.E. for details.

HAVERING
(London Borough of)
ROYAL LIBERTY SCHOOL
(Roll 617 boys)
Upper Brentwood Road, Romford,
RM2 6HJ

TEACHER of TECHNICAL SUBJECTS — WOODWORK/METALWORK SPECIALIST, Scale 1/2.

For further details see our display advertisement under SECONDARY vacancies.

HAVERING
(London Borough of)
BRITTONS SCHOOL
(Roll 1,224, Coeducational)
Ford Lane, Rainham, Essex.
RM13 7BB

TEACHER of WOODWORK, Scale 1.

For further details see our display advertisement under SECONDARY vacancies.

HERTFORDSHIRE
COUNTY COUNCIL
NOBEL SCHOOL
Telford Avenue, Stevenage.
(880 pupils, Co-educational, 11-18 all ability, 70 in Sixth Form)

METALWORK TEACHER (Scale 1) required for September, 1980.

The subject is taught separately and as part of Design to C.S.E. and G.C.E. "O" Level through well established courses.

Developments in Technology are planned and there are excellent facilities.

Apply by letter (no forms) giving qualifications, interests and experience and two referees. Further details on request. Removal expenses may be paid.

HERTFORDSHIRE
ST. AUDREY'S SCHOOL
Hatfield

Required for September, 1980, TEACHER of WOODWORK, METALWORK, ENGINEERING.

St. Audrey's is a Hertfordshire all-ability school. Interest in Games would be an advantage.

Applications, with curriculum vitae and names and addresses of two referees, to Headmaster, St. Audrey's School, Travellers Lane, Hatfield, Herts.

HERTFORDSHIRE
BUSHEY HALL SCHOOL
Bushey Hall Road, Bushey
Watford

Required September, or earlier if possible, TEACHER for TECHNICAL STUDIES.

Scale 1 plus London Fringe Allowance.

The vacancy is due to the death of the teacher of Engineering Drawing, but any combination of Design Technology could be acceptable. The school has a tradition of technical studies as a former technical high school and excellent facilities.

Applications to the Headmaster enclosing curriculum vitae and names of two referees.

HERTFORDSHIRE
LEGGATTS SCHOOL
Leggatts Way, Watford
Roll: 880 mixed, all ability

Required April or September, TEACHER for TECHNICAL STUDIES. Scale 1 plus London Fringe Allowance. The department has four workshops for Woodwork and Metalwork, heat treatment room and two technical drawing rooms with excellent equipment throughout. Courses up to "A" level.

Applications by letter direct to Headmaster giving curriculum vitae together with names and addresses of two referees and enclosing s.a.e.

HILLINGDON
(London Borough of)
ABBOTSFIELD SCHOOL
Clifton Gardens, Hillingdon
Uxbridge UB10 0EX
Number on Roll, 947
88 in Sixth Form
TECHNICAL STUDIES

Required for September, 1980, or earlier if possible, a TEACHER (Scale 1). The Department has six well-equipped workshops and two drawing offices and offers courses to "A" level.

Successful applicant will have responsibility for own metal-workshop and initial teaching will include metalwork to C.S.E. and T.D. to "O" level, but there will be scope to develop own specialisms and interests within the Department.

This would be a suitable post for an experienced or newly qualified teacher.

Please apply in the first instance by letter to the Head of the School, stating the names and addresses of two referees.

London Allowance payable.

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
THE HEREFORD SCHOOL
Westward Ho, Grimsby

Required for 1st September, 1980: TEACHER of BOYS' CRAFT—a Qualified Teacher who can offer Woodwork, Metalwork and, if possible, Technical Drawing is required. This post would be suitable for applicants from Specialist Colleges.

The Hereford School is a purpose-built, house-based Co-educational Comprehensive school, in its own grounds and with well-established, popular and successful courses to university and college entrance.

Application forms and further information obtainable from the Head Teacher at the school to whom they should be returned within 10 days of this advertisement.

LONDON, W.12
BURLINGTON DANES SCHOOL
Wood Lane, W12 0TY
Church of England Voluntary Aided Secondary, 11 to 18 mixed
Large academic Sixth Form;
Comprehensive, intake now in fourth year

For September, 1980, an additional TEACHER with drive and determination needed to join the TECHNICAL STUDIES DEPARTMENT and assist with developing Design and Technology course up to "A" level. He/she should be able to operate in the Technological/Engineering fields, including Graphical Communication. The post is suitable for a recently qualified graduate engineer, with appropriate teaching qualification.

Applications (no forms) should be sent together with a copy of a testimonial and names of two referees, to the Headmistress at the school by March 7th.

NEWCASTLE upon Tyne
(City of)
EDUCATION COMMITTEE
KENTON SCHOOL
TEACHER of DESIGN and TECHNOLOGY (Scale 1 post)

Required from September, 1980, a suitably qualified TEACHER for appointment to a Scale 1 post for Design and Technology with some Mathematics at this county co-educational Comprehensive School.

Application forms and further particulars obtainable from and returnable to the Head Teacher, Kenton School, Drayton Road, Newcastle upon Tyne NE3 3RU, as soon as possible.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
GAYWOOD PARK
Queen Mary Road, King's
Norfolk
1,600 Mixed
Scale 1—METALWORK
Apply by letter,
ated curriculum vitae and
of two professional referees
Headmaster, from whom
particulars are available
of a s.a.e.
Removal expenses are
accordance with the
scheme.

NORTHAMPTONSHIRE
NORTHAMPTON SCHOOL FOR BOYS
(Billing Road, Northampton
NN1 5RT).
Required for September
CRAFT, Scale 1, for METAL
at this 13 to 18 Upper School
900 boys. A new Design
just been completed.
suitable for a first
pointment although a Scale
may be available for a
perienced applicant.
Apply by letter (no forms)
as possible to the Headmaster
school, giving particulars
fications and the names
addresses of two referees.

NORTH YORKSHIRE
COUNTY COUNCIL
STOKESLEY SCHOOL
Station Road, Stokesley,
Middlesbrough,
Required for September,
TECHNICAL STUDIES
(Scale 1) for this 11 to 18
comprehensive school
pleasantly situated on the
the North Yorkshire Moors.
Further details are available on
request (S.A.E. please) and application forms should be returned to
the Headmaster within
days.

SEFTON
(Metropolitan Borough of)
EDUCATION COMMITTEE
STANLEY HIGH SCHOOL
Fleetwood Road, Southport
Merseyside PR9 9TF
TEACHERS of CRAFT,
TECHNOLOGY (Scale 1)
for September, 1980.
Ability to teach to O.L.
level and C.S.E. Technology
Metalwork or Woodwork
Drawing in a developing
equipped Department.
Apply by letter to the
Teacher enclosing
vitae, names and addresses of
referees and a s.a.e.
Closing date—within
of appearance of advertisement

Application forms for the following appointments, except for Headships and where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. Application forms for Headships should be obtained from and returned to the appropriate Area Education Officer. A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms.

West Devon
(Area Education Officer, Civic Centre, Plymouth).

LIFTON COUNTY PRIMARY SCHOOL
North Road, Lifton, Devon PL16 0EH
DEPUTY HEAD TEACHER GROUP 3
Required for this modern rural Group 3, 5-11 year age range school. Closing date 29th February, 1980.

MILL FORD SCHOOL ESN(S)
Rochford Crescent, Ernesettle, Plymouth PL5 2PY
(Roll: 95)
ASSISTANT TEACHER SCALE 1(S)
Required September to work in a team of three teachers with a group of 25 children aged 9 to 14. To be responsible for producing individual teaching programmes for a group of children. Opportunities will exist for pursuing special interests which should be outlined in the application. Applicants should have some training in Special Education with particular reference to the ESN(S) child. Closing date 29th February, 1980.

South Devon
(Area Education Officer, Oldway, Paignton)
IPPLEPEN COUNTY PRIMARY SCHOOL
Ipplepen, Newton Abbot (Roll: 152)
ASSISTANT TEACHER SCALE 2
Required September 1980 to be responsible for MATHEMATICS and SCIENCE. Ability to take Boys' Games an advantage. Closing date 7th March, 1980.

PAIGNTON SCHOOL
Waterleat Road (Roll: 1,683)
ASSISTANT TEACHER SCALE 1
Required April, or September, 1980 for MATHEMATICS. Ability to teach less able groups throughout School an advantage. Closing date 7th March, 1980.

TORQUAY, WESTLANDS SCHOOL
Warbro Road (Roll: 1,254)
ASSISTANT TEACHER SCALE 1
Required September 1980, to teach RELIGIOUS EDUCATION throughout age and ability range. Westlands is a Bilateral (Grammar/Modern) School with 1,260 pupils, 120 in Sixth Form. Closing date 7th March, 1980.

DARTMOUTH SCHOOL AND COMMUNITY COLLEGE
Milton Lane, Dartmouth (Roll: 410)
ASSISTANT TEACHER SCALE 1
Required September, 1980 in this Group 8, Mixed, Rural 11-16 Comprehensive, for MATHEMATICS. Scale 2 post may be available for suitably experienced and qualified appointee. Closing date 7th March, 1980.

WESTLANDS SCHOOL
Warbro Road, Torquay (Roll: 1,260)
ASSISTANT TEACHER SCALE 1
Required September 1980, for BIOLOGY throughout the age and ability range including 'A' level. Westlands is a Bilateral School with a large, enthusiastic and successful Science Department. Closing date 7th March, 1980.

TEIGN SCHOOL
Ley Lane, Kingsteignton, Newton Abbot (Roll: 877)
ASSISTANT TEACHER SCALE 1
Required September 1980 for this Group 10, mixed 11-16 Comprehensive. To help with ENGLISH and FRENCH throughout the School to CSE and 'O' level. Closing date 7th March, 1980.

North Devon
(Area Education Officer, Victoria Chambers, High Street, Barnstaple)

SOUTH MOLTON SCHOOL AND COMMUNITY COLLEGE
South Molton EX36 4LA (Roll: 607)
HEAD OF MUSIC SCALE 2/3
Required September 1980, with willingness to devote time and energy to a post with potential for development. Brass band; small orchestra; staff help and peripatetic brass instruction available. Closing date: 7th March, 1980.

ASSISTANT TEACHER SCALE 1
Required September 1980, for FRENCH and/or GERMAN. Closing date: 7th March, 1980.

CHULMLEIGH SCHOOL AND COMMUNITY COLLEGE
Chulmleigh EX18 7AA (Roll: 686)
ASSISTANT TEACHER SCALE 1
Required September 1980, for BIOLOGY. In the Faculty of Science and Mathematics, to teach Biology to 'O' level and C.S.E., with S.M.P. Mathematics and Physics in the Lower School (years 1, 2 and 3). Closing date 7th March, 1980.

BIDEFORD SCHOOL AND COMMUNITY COLLEGE
Abbotsham Road, Bideford EX39 3AR (Roll: 1,824)
ASSISTANT TEACHER SCALE 1
Required September 1980 (or earlier if possible), to teach PHYSICS, joining a team of specialists. To teach the full age and ability range and willing to try new approaches to the subject in the lower school. The post will involve a high proportion of examination work to C.S.E. and 'O' level and sixth form work is available for appropriately qualified applicants. Separate sciences are taught throughout the school in fourteen well-equipped laboratories. Closing date 7th March, 1980.

East Devon
(Area Education Officer, Morwenstow, 7 Barnfield Crescent, Exeter)

BAMPTON (9-13 YEARS) MIDDLE SCHOOL
Bampton, Tiverton EX16 9NW (Roll: 180)
ASSISTANT TEACHER SCALE 1
Required September 1980, to be responsible for a class of first year children and also to teach MUSIC throughout the school. Closing date: 7th March, 1980.

UFFCULME COMPREHENSIVE SCHOOL
Chapel Hill, Uffculme, Devon EX15 3AG (Roll: 600)

TIVERTON WILLIAM SHAPLAND MIDDLE SCHOOL
Barrington Street, Tiverton, Devon (Roll: 271)
ASSISTANT TEACHER SCALE 1
Required September 1980 to teach HOME ECONOMICS and be responsible for a first year class. An interest in girls' games would be an advantage. Closing date: 7th March, 1980.

DEVON

SECONDARY
Technical Studies
continued

STAFFORDSHIRE
EDUCATION COMMITTEE
NETHER STOWE COMPREHENSIVE SCHOOL
St. Chad's Road, Lichfield

Required for April or September, 1980, ASSISTANT TEACHER of CRAFT DESIGN and TECHNOLOGY (Scale 1 or 2 dependent on qualifications). Applications are invited from enthusiastic teachers to join a strong team of five Technical Studies staff in this 11 to 18 Comprehensive School. Courses to C.S.E., "O" and "A" level as well as canoe and car building and a major building project are well established. The person appointed will be required to teach, along with the rest of the team, all basic craft disciplines in the Lower School and a specialism thereafter.

Application forms and further details are obtainable from and returnable to the Headteacher (s.a.e.) within two weeks of the appearance of this advertisement.

STAFFORDSHIRE
EDUCATION COMMITTEE
GRAHAM BALFOUR HIGH SCHOOL
Stone Road, Stafford

A TEACHER of CRAFT DESIGN and TECHNOLOGY required (Scale 1 or Scale 2 for suitably qualified candidate) to join an established departmental team who are developing courses in Design. A person with a strong, lively and active interest in Design is sought to teach, in the first instance, mainly Metalcraft, but with the ability to teach some Wood and Technical Graphics. The successful candidate will also be expected to teach the traditional craft syllabuses.

Application forms obtainable from and returnable to the Head Teacher (S.A.E.).

SUTTON
(London Borough of)
CARSHALTON HIGH SCHOOL FOR BOYS
Winchcombe Road
Carshalton SM5 1RW
Telephone: 01-644 7325
Headmaster: K. J. Grace, M.C., T.D., B.Sc., D.L.
TECHNOLOGY

Required as soon as possible, a TEACHER (male/female) of METALWORK, or WOODWORK with some technical drawing.

A large and well-equipped department. An ability to assist with Games would be a strong recommendation.

Applications, in writing, to Headmaster in first instance.

TRAFFORD
(Metropolitan Borough of)
EDUCATION DEPARTMENT
BLESSED THOMAS HOLFORD R.C. SECONDARY SCHOOL
Urban Road, Altrincham, Cheshire
(800: mixed)
Telephone: 061-928 6020

ASSISTANT TEACHER of METALWORK and TECHNICAL DRAWING (Scale 1) required for April 1980. The school has good facilities and there will be an opportunity for a suitable applicant to take examination classes.

Application forms and further details from the Headmaster at the school.

Other than by Subject Classification

Other Posts on Scale 2 and above

BERKSHIRE
KENNET COMPREHENSIVE SCHOOL
Stoney Lane, Thatcham,
Nr. Newbury.
Number on Roll 1,100
(11-18 Mixed Comprehensive)
Scale 3 post.

Required April or September 1980, a TEACHER to be responsible to the Headmaster for the development of special facilities which are to be provided at the school, for physically handicapped pupils.

We expect our first intake of such pupils in September, and it is envisaged that we shall eventually cater for 20 disabled pupils, who will follow the normal school curriculum with special support facilities.

Teaching subject of applicants is not important.

Please apply to Head Teacher (s.a.e.). Closing date March 10.

Scale 1 Posts

DUDLEY
(Metropolitan Borough)
THE HIGH PARK SCHOOL
Park Road West, Stourbridge,
West Midlands DY8 3NQ
(11-16 plus Coeducational Comprehensive: 890 on roll)

Required for 22nd April, or September, 1980, TEACHER for examination groups in COMMERCE and SOCIAL STUDIES to "O" and C.S.E. level. Post also includes some Junior History in Lower school. Successful applicant will become part of thriving Social Studies Department.

Further particulars and application forms from the Headmaster.

DYFED
PWYLLGOR ADDYSG
YR YSGOL UWCHRADD
Arberth, Dyfed

Yn eisiau, o 14eg Ebrill, 1980, neu cyn gynted ag y bo modd wedi hynny, Athro/Athrawes, (Graddfa 1) i ddysgu CYMRAEG hyd at T.A.U. a Lefel "O".

Byddai parodrwydd a'r gallu i gynorthwyo â phwnc arall ar lefel is yn angenrheidiol.

Cysylltir Cymraeg ar hyn o bryd â'r pwnc hwn gyda hanes yn yr adran ond gallai pwnc arall e.e. Addysg Arbennig fod yn dderbyniol.

Ceisiadau drwy lythyr (dim ffurflenni) yn rhoi manylion llawn ac yn cynnwys enwau a chyfeiriadau dau ganolwr at y Pennaeth yn yr ysgol cyn gynted â phosibl.

Ni chydnabyddir ceisiadau.

W. J. Phillips, Cyfarwyddwr Addysg, Swyddfa Addysg, Pibwrlwyd, Caerfyrddin, Dyfed.

EALING
(London Borough)
EDUCATION SERVICE

Required immediately, experienced TEACHERS able to undertake Supply work in First, Middle, High or Special Schools. Salary pro rata to Scale 1. London Weighting £609.

Supply teachers are needed to cover absences resulting from maternity leave and long-term sickness. This may provide the opportunities for employment in individual schools for periods of several weeks and possibly a term or more.

Application forms available from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU, to be returned as soon as possible (S.A.E.).

HAVERING
(London Borough of)
CHAFFORD SCHOOL
(Roll 980 Co Ed.)
Lambs Lane, Rainham, Essex.

Temporary TEACHER of GENERAL SUBJECTS Scale 1, during maternity leave

For further details see our display advertisement under SECONDARY vacancies.

LINCOLNSHIRE
KESTEVEN HOUSE OBSERVATION AND ASSESSMENT CENTRE
Sleaford
ASSISTANT TEACHER

Required as soon as possible TEACHER to work with children of a wide ability range with special needs or in trouble, including work with children held in a four-place secure unit. Age range 10-16 years. Ability to teach general subjects and an interest in child care is essential.

Salary Burnham Scale 1 or 2 depending on qualifications and experience.

Further particulars and application forms obtainable from the Divisional Education Officer, Council Offices, Sleaford, Lincs (S.A.E.). Closing date 7 March.

LONDON
INNER LONDON EDUCATION AUTHORITY
ST. JOSEPH'S ACADEMY
Blackheath SE3 7TY
Telephone: 852 7455

Voluntary Aided R.C. School conducted by the De la Salle Brothers. Former Grammar School now Comprehensive, 730 boys. SUPPLY TEACHER required to replace teacher on study leave. Mathematics and Physics preferred, for period 21st April to 20th June, 1980.

Apply directly to Headmaster giving details of experience.

NEWHAM
(London Borough of)
BRAMPTON MANOR SCHOOL
Roman Road, London E6 3SQ
Head Teacher: Mr D. Williams, MA
No on roll. 1,500
Scale 1
Required as soon as possible.

SCIENCE, PHYSICS
Science teacher required for General Sciences with Lower School and Physics in Upper School. Untrained graduates may wish to apply.

SCIENCE/MATHS
A Science/Maths teacher who could contribute to Lower School in both areas of the curriculum is required to expand the work being undertaken.

CLASSICAL STUDIES
A teacher, capable of teaching Latin and Classical Studies throughout the school is required immediately.

DRAMA
The school has a well established Drama department working towards the CSE examination, and a remodernised studio has just been completed.

London Allowance £609.

Application forms available from the Head Teacher to whom completed forms should be returned by March 7th, 1980.

Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

NORTH YORKSHIRE
COUNTY COUNCIL
THIRSK SCHOOL
(11 to 18 mixed comprehensive school; 1,230 pupils)

Required for April, 1980, for one Term Only, a suitably-qualified TEACHER for GENERAL SUBJECTS in Years 1 to 3 (Scale 1).

Apply with curriculum vitae and names and addresses of two referees to the Headmaster, Thirsk School, Thirsk, North Yorkshire YO7 1RZ.

SANDWELL
(Metropolitan Borough of)
MANOR HIGH SCHOOL
(11-18 Comprehensive)
Required for April, 1980:
VISUAL EDUCATION
(Scale 1)

ART GRADUATE required with specialist interests in Graphics, print-making and photography.

Letters of application, stating full curriculum vitae and names and addresses of two referees, should be forwarded immediately to Head Teacher, Friar Park Road, Wednesbury, West Midlands.

TAMESIDE
(Metropolitan Borough)
LEIGH STREET COUNTY SECONDARY SCHOOL FOR GIRLS
Hyde, Cheshire, SK14 2AP
Tel: 061-368 1355
Required as soon as possible
ASSISTANT TEACHER—LANGUAGES/ART AND CRAFT
Scale 1

A graduate or equivalent to teach two languages to 11-16 age group. This is an opportunity for an enterprising applicant to establish a second language.

French is already taught throughout the school in a new department which welcomes initiative and ideas. An interest in linguistics and/or national syllabus an advantage.

Ref. 14147/TES.

ilea

Qualified teachers are invited to apply for the following posts. Application forms and further particulars are available from the Head of the school unless otherwise stated. School visits by appointment are welcome.

Inner London Area Payment (£474 per annum) in addition to the appropriate Burnham salary scale. The closing date for applications is 14 days from publication date.

INNER LONDON EDUCATION AUTHORITY

SECONDARY SCHOOLS

Deputy Headships

BONUS PASTOR SCHOOL (SM)
Winlaton Road, Bromley, Kent
Headmaster

Required for September 1980, First/Second Deputy Head (Group 11). Applications are invited from practising Roman Catholics of varied experience and proven organising and administrative ability to fill this major post.

The school has 1,000 pupils and is located on two sites, half a mile apart. The successful applicant, who should hold the Catholic Teacher's Religious Certificate, will as part of the Management Team, assume responsibility for curriculum development, control of examinations and assist with Timetable planning and day to day running of the Main Site.

Application forms are available from and returnable to: The Clerk to the Governors, c/o The Good Shepherd Presbytery, Moorside Road, Downham, Bromley, Kent BR1 5EP.

ART

Heads of Department

ST. GEORGE'S CATHOLIC CO-EDUCATIONAL COMPREHENSIVE SCHOOL
Lanark Road, Maida Vale, W.9.
Tel: 01-328 0904
Roll: 800, increasing
Headmaster.

Required as soon as possible: Head of Art Department Scale 3. Temporary post while present holder is on secondment to I.L.E.A. as Advisory Teacher. Possibility of 2 or 3 years in post.

Application by letter, giving the names of two referees, to the Headmaster.

Scale 1 Post

ST. URSULA'S CONVENT R.C. GIRLS' COMPREHENSIVE SCHOOL
(Voluntary Aided)
Crooms Hill, Greenwich, SE10 8HN
Tel: 858 4613
Roll: 900, increasing.

Required for Summer term: Teacher for Art throughout the school. Full-time preferred. Part-time would be considered.

Apply Headmistress with references and telephone number for contact.

ENGLISH

Heads of Department

WOODBERRY DOWN SCHOOL (SM)
Woodberry Grove, N4 2SH
Acting Headmistress
Comprehensive
Roll: 1,220

Required from Easter 1980: Head of English (Scale 4) to lead and co-ordinate the work of seventeen teachers and be in charge of the school's Film Studies course and Reading Centre. Pupils are entered for A-level JMB, 'O' level English Language syllabus D, 'O' level English Literature, the CEE and our own CSE Mode 3 examinations.

GEOGRAPHY

Heads of Department

TOLLINGTON PARK SCHOOL (SM)
Turle Road, London, N4 3LS.
Tel: 01-263 1465
Headmaster
Comprehensive
Roll: 830

Required as soon as possible: Head of Geography Department (Scale 3). Well equipped Geography department. The department has recently been particularly interested in local studies. S.P.A. payable.

MATHEMATICS

Heads of Department

PARLIAMENT HILL (SG)
Highgate Road, London, NW5 1RL.
Tel: 01-485 7077
Headmistress
Comprehensive
Roll: 1,250

Required in September: Head of Maths (Scale 4). Computer terminal available.

SHOREDITCH SCHOOL
Falkirk Street, London, N1 6SB
Tel: 01-739 3203
Headmaster: Peter Watts
Comprehensive
Roll: 650: Mixed 11-19 years

Temporary vacancy in Maths Department until July at any level between Scale 1 and Scale 4 Head of Department, according to experience and qualifications. Some exam teaching available.

Scale I Posts

SHOREDITCH SCHOOL
Falkirk Street, London N1 6SB.
Tel. 01-739 3203
650 Mixed 11-19 years
comprehensive
Headmaster: Peter Watts.

Temporary vacancy in Maths Dept until July at any level between Sc. 1 and Sc. 4, Head of Dept.; according to experience and qualifications. Some exam. teaching available.

TOLLINGTON PARK SCHOOL (SM)
Roll 830.
Comprehensive.
Turle Road, London, N4 3LS
Tel. 01-263 1465
Headmaster.

Required as soon as possible. Scale 1 Maths teacher. Interest in, and experience of SMILE an advantage. Maths area. S.P.A. payable.

WOOLWICH POLYTECHNIC SCHOOL (S.B.),
Sandy Hill Road,
Plumstead, SE18 7BB.
Tel. 01-854 1114.
6 F.E. Roll 970.
Comprehensive.
Headmaster.

An expanding school on two sites with established C.S.E., 'O' and 'A' level courses.

Wanted as soon as possible, a teacher (Scale 1) for Mathematics to teach throughout the range to 'O' level.

Application form and further information from the Headmaster at the school.

WOOLWICH POLYTECHNIC SCHOOL (S.B.)
Sandy Hill Road,
Plumstead SE18 7BB.
Tel. 01-854 1114
6 F.E. Roll 970.
Comprehensive.
Headmaster.

An expanding school on two sites with established C.S.E., 'O' and 'A' level courses.

Wanted as soon as possible, a teacher (0.5) for Mathematics to teach throughout the range to 'O' level.

Application form and further information from the Headmaster at the school.

HOME ECONOMICS

Heads of Department

ST. MICHAEL'S R.C. SECONDARY SCHOOL
John Felton Road, London, S.E.16.
Roll 618 mixed comprehensive.
(Assisted travel where applicable).
Headmistress.
Tel. 01-237 6432.

Required in September, 1980, or sooner if possible—Head of Home Economics, Scale 3.

Preference given to practising Catholics.

Posts of Responsibility

HURLINGHAM SCHOOL (S.G.)
Roll 970, 11-18 comprehensive.
Peterborough Road,
Fulham,
London, S.W.6.
Tel. 01-731 2581.

Needed for April or September: 2nd i/c Home Economics, Scale 2.

More details available from Mrs. Ruth Clarke, Head Teacher. Visits welcomed.

MODERN LANGUAGES

Posts of Responsibility

HAMPSTEAD SCHOOL
Westbere Road, N.W.2.
Comprehensive, 1,250 boys and girls on roll.
Headmaster: E. F. Field, M.A.
Tel. 01-794 8133.
Readvertisement

Teacher of French (Scale 2) required for September as Deputy Head of Languages Department. Experience of first three years of Eclair important.

Scale I Posts

ELTHAM GREEN (BM)
Queenscroft Road, SE9
Tel: 859 0133
Roll: 1,800
Headmaster:
Required:

French Teacher, to join a language department, which offers this subject and Spanish as the twin bases of its programme.

HABERDASHERS' ASKE'S HATCHAM BOYS SCHOOL
Pepys Road, SE14
Roll: 600; 5 Form Entry
Wholly Academic VIth Form
Voluntary Controlled

Required for April, 1980: German Teacher (Scale 1), for one term. The post could become permanent.

Apply to the Headmaster as soon as possible giving the names and addresses of two referees.

WAVERLEY SCHOOL (SG)
Homestall Road, London SE22 0NR
Tel: 732 2276
Roll: 1,078; Comprehensive
Large 6th Form
Headmistress

Required for summer term, 1980: Full or part-time French Teacher. Temporary post.

MUSIC

Heads of Department

WOODBERRY DOWN SCHOOL (SM)
Woodberry Grove, N4 2SH
Roll: 1,220; Comprehensive
Acting Headmistress

Required as soon as possible: Head of Music (Scale 3), to continue tradition of well-supported, practical class music-making.

Scale I Posts

CENTRAL FOUNDATION GIRLS' SCHOOL
31-33 Bow Road, London, E3
Roll: 960 Girls; Comprehensive
11-18
Headmistress
Required:

0.5 Teacher of Music, primarily in the Lower School. Sessions to be arranged.

NEEDLEWORK

Posts of Responsibility

SHOREDITCH SCHOOL
Falkirk Street, London N1 6SB
Tel: 01 739 3203
Roll: 650 Mixed: 11-19 years
Comprehensive
Headmaster: Peter Watts.
Required now:

(Scale 2) in Home Economics Department. Subjects and responsibilities negotiable.

PHYSICAL EDUCATION

Scale I Posts

SHOREDITCH SCHOOL
Falkirk Street, London N1 6SB
Tel: 739 3203
Roll: 650 Mixed: 11-19 years
Comprehensive
Headmaster: Peter Watts.
Required now:

Full time and half time (Scale 1), non-assigned, in Girls' PE and Games, with opportunities for Outdoor pursuits and some class-room work.

RELIGIOUS EDUCATION

Scale 1 Post

CENTRAL FOUNDATION GIRLS' SCHOOL
31-33 Bow Road, London, E3
Roll: 960 Girls; Comprehensive
11-18
Headmistress
Required for April:

Part-time RE Teacher for two and a half days a week. Multi-faith syllabus.

REMEDIAL WORK

Scale 1 Posts

ELTHAM GREEN (BM)
Queenscroft Road, SE9
Tel: 859 0133
Roll: 1,800
Headmaster
Required:

Remedial Specialist, full-time or part-time. The department has its own wing of the school. It provides a major programme for backward pupils and teaches reading to a wider range.

WOODBERRY DOWN SCHOOL (SM)
Woodberry Grove, N4 2SH
Roll: 1,220
Comprehensive
Acting Headmistress

Required Easter, 1980, or as soon as possible after, Remedial teacher, to teach across years 1-3 within the framework of a well-organised Remedial Department.

SCIENCE

Heads of Department

ST BERNARD'S RC (SB) Group 8.
Lower School,
Mansford Street, Bethnal Green, E2
Upper School:
Wood Close, St. Matthew's Row,
Bethnal Green, E2
Headmaster

Head of Science required at Easter (or ASAP).

Further details and application form from Upper School (01-739 3944).

Posts of Responsibility

CHRISTOPHER WREN SCHOOL (SB),
Bloemfontein Road, London,
W12 7DD
Roll: 1,150 Comprehensive
Tel.: 01-749 1141
Headmaster

Teacher in charge of Chemistry (Scale 2) required as soon as possible. Progressive department with well-equipped laboratories and large sixth form.

WESTMINSTER CITY SCHOOL,
55 Palace Street, London, SW1.
Tel.: 01-834 7419

Temporary teacher (Scale 2) of Nuffield Biology required for Summer and Autumn Terms.

Scale 1 Posts

CHRISTOPHER WREN SCHOOL (SB),
Bloemfontein Road, London,
W12 7DD
Tel.: 01-749 1141
Headmaster
Roll: 1,150
Comprehensive

Science teacher required as soon as possible to teach in well-equipped laboratories. Large sixth form.

ELTHAM GREEN (BM),
Queenscroft Road, SE9
Tel.: 01-859 0133
Roll 1,800
Headmaster: Peter Dawson, BSc (Econ)

Science Teacher required. Fourteen laboratories in purpose-built premises. Specialists in any of the three sciences are invited to apply.

SIR PHILIP MAGNUS SCHOOL (SB)
Penton Rise, WC1X 9EL
Tel.: 01-278 2581
Comprehensive Boys' School, 11-16 years
Roll: 470
Headmaster

Required in April a Teacher of Chemistry (Scale 1). Excellent opportunity for a young teacher with ideas.

ST PAUL'S WAY (SM),
Shelmerdine Close, Bow, E3 4AN
Tel. 01-987 1883
Roll 1,050 Comprehensive
Partially Hearing Unit; Purpose built accommodation
Headmaster

Required for September: Science Teacher (Scale 1) with particular interest in Biology. Strong department, eight laboratories, greenhouse, animal rooms, ample technician support.

WILLIAM PENN SCHOOL,
Red Post Hill, SE24 9JH
Tel.: 01-737 2356
Boys' Comprehensive
Roll.: 1,250
Headmaster

Excellent new buildings, full range of courses to University entrance. Required for the Summer Term, 1980, qualified teacher of Science to work with lower Combined Science classes and teach Physics in years 4 and 5. This will be a temporary appointment in the first instance.

Application forms and further particulars are available from the School Secretary.

SOCIAL SCIENCE

Scale 1 Post

TOLLINGTON PARK SCHOOL (SM),
Turle Road, N4 3LS
Tel.: 01-263 1465
Comprehensive
Roll.: 830
Headmaster

Required as soon as possible Scale 1 Social Studies teacher. There is a highly organised and successful social studies course in the school—compulsory in 4th and 5th years, optional in the sixth form where "O" Level Sociology is also taught. State other subjects. SPA payable.

TECHNICAL STUDIES

Scale 1 Post

SHOREDITCH SCHOOL,
Falkirk Street, London N1 6SB.
Tel. 739 3203
650 Mixed, 11-19 years,
comprehensive.
Headmaster: Peter Watts.

Scale 1 non-assigned vacancy largely in woodwork this year but subjects re-negotiable for September.

OTHER POSTS

Scale 1 Posts

ELTHAM GREEN (BM)
(Roll 1800)
Queenscroft Road, S.E.9.
Tel. 859 0133
Headmaster

Social Educator required to work in a purpose-built unit which provides a total programme for 14-to-16-year-olds not following traditional examination courses.

WAVERLEY SCHOOL (SG)
Roll 1,078.
Comprehensive
Large Sixth Form
Homestall Road, London SE22 0NR
Headmistress.
Tel. 01-732 2276.

Vacancies exist for interested qualified teachers. Please write stating subjects offered.

UNITS/CENTRES

Posts of Responsibility

DIVISION 7 (LEWISHAM)
INTERMEDIATE TREATMENT CENTRE

The London Borough of Lewisham Social Services Dept., in co-operation with ILEA, are establishing an Intermediate Treatment Centre, at 24 Watson Street, Deptford, SE8 4AV, which will include an education unit for up to 12 young people aged 14-16. The Authority, which will be responsible for the education provided in the unit, will allocate two teachers, one at Scale 3 and one at Scale 2, for secondment to the Centre.

Teachers in the education unit will, with colleagues from the Borough Social Services Dept., form a team devising and implementing constructive and complementary educational, social and work experience programmes. Professionally they will be responsible to the Divisional Inspector.

An experienced teacher is required as soon as possible for the Scale 3 post, to play a leading part in setting up and providing an integrated educational component of the Centre's total programme; the successful candidate will also assist in the appointment of the Scale 2 teacher. Candidates should possess appropriate skills and enthusiasm for working with young people, from an Inner City multi-ethnic background, who may have been expelled or be truanting from school, and have appeared in court, or are at risk of delinquency.

Candidates wishing to visit the Centre should make advance arrangements by telephone (01-692 0250). Application forms are available from ILEA Divisional Office, 7/JM, Capital House, 47 Rushey Green, SE6 4AT (01-698 4633, ext. 250), and should be returned by 10 March, 1980.

Posts of Responsibility

DIVISION 7 (LEWISHAM)
SECONDARY SUPPORT CENTRES

An experienced teacher is required for a Scale 4 appointment (plus London allowance) to take charge of the Division's third Centre, which is expected to open in the northern part of Lewisham in September, 1980. Up to thirty disruptive pupils may be accommodated and a structured daily routine curriculum, and organization is envisaged. Candidates should possess skills and enthusiasm for a constructive programme. The successful candidate will join a committee of local headteachers in appointing the rest of the staff and in working out detailed arrangements for the management of the centre.

The appointment could be on the basis of secondment from an existing post within the ILEA Service or by appointment to the Authority's Divisional Staff with immediate allocation on Scale 4 to the centre. Application forms and further details are available from ILEA Divisional Office 7/JM Capital House 47 Rushey Green, SE6 4AT (Tel 01-698 4633 ext. 239).

PRIMARY SCHOOLS

Deputy Headship

OUR LADY OF VICTORIES R.C. (J.M. & I.) SCHOOL
Clareville Street, London, S.W.7.
Headmaster.
Tel. 01-373 4491.

Catholic Teacher required for post of Deputy Headteacher from September, 1980. Burnham Group 3. Music, piano/class singing an advantage. Forms returnable to the Chairman of Managers, 16 Abingdon Road, London, W.8. Visits to the school welcomed.

Posts of Responsibility

HAMPDEN GURNEY C.E. PRIMARY SCHOOL
Harrowby Street, W.1.
Parish of the Annunciation,
Marble Arch.
Tel. 01-723 6942.

Required for September, enthusiastic Adaptable colleague (committed Anglican communicant). An interest in modern Music/Movement would be an advantage—pianist preferred. Scale 2 post for suitable applicant, to take charge of library and resource area. Vacancy due to promotion. Please telephone Headmistress for further details.

IMMANUEL C. of E. Primary School
Buckleigh Road, SW16 5SL.
Tel. 01-679 5005.
Headmistress.
Group 4.

Experienced teacher for 3rd year juniors. Interest in and experience of one or more of the following will be an advantage: developing science throughout school, audio-visual aids, co-operative teaching. Scale 2 post is available. Practising Christian preferred. Contact Rev. L. E. W. Walters at School.

ORCHARD JUNIOR SCHOOL
Holcroft Road, Well Street,
Hackney E9 7BB.
Tel. 01-985 5491/7786.
Headmaster

Required a.s.a.p., Teacher with initiative to be responsible for girls' games and environmental studies (scale 2); other subjects will be considered.

ST. LEONARD'S C.E. J.M. & I.
Mitcham Lane, Streatham,
London SW16 6NW
Tel. 01-769 2712
Headmaster.

A.s.a.p., experienced junior teacher Scale 2. Special responsibility to be arranged.

Scale 1 Post

ST. THOMAS' C.E. PRIMARY SCHOOL
Everilda Street, London N1 0JY.
Tel. 01-837 4049
Headmistress.

Music Teacher, part-time (.4), required Easter 1980 for class music 5-11-years, also recorder and guitar groups and management of school choir desirable. Committed Christian preferred. Closing date March 14.

SCOTTISH APPOINTMENTS

Appointments in Scotland

Independent Schools

Other than by Subject Classification

DOLLAR

DOLLAR ACADEMY

Applications are invited for the following posts which fall vacant from 27th August, 1980.

1 HEAD of Preparatory School (130 pupils) and TEACHER of Primary 5.

2 HEAD of HOME ECONOMICS.

3 TEACHER of HISTORY.

Further particulars may be had from The Rector, Dollar Academy, Dollar, FK14 7DU, to whom applications (no forms), accompanied by a curriculum vitae and the names of two referees, should be addressed.

English

Heads of Department

EDINBURGH

EDINBURGH MERCHANT COMPANY SCHOOLS

THE MARY ERSKINE SCHOOL HEAD OF DEPARTMENT ENGLISH

Required for August 26th, 1980, HEAD of the DEPARTMENT of ENGLISH. There are 640 girls in the Senior School, the majority of whom proceed to University, including Oxford and Cambridge.

Applicants should have a good Honours Degree and be registered or eligible for registration with the General Teaching Council for Scotland.

Applications, with a full curriculum vitae and the names of two professional referees, should be sent to The Principal, The Mary Erskine School, Ravelston, Edinburgh EH4 3NT by 1st March, 1980.

Modern Languages

Heads of Department

DUNDEE

HIGH SCHOOL OF DUNDEE (Grant-Aided Independent) HEAD OF FRENCH

Applications are invited for the above post which will become vacant on the retiral of the present holder. Applicants should be well-qualified and experienced, and registered with the G.T.C.

The successful applicant will be responsible for the development and teaching of the subject throughout the curriculum and to all levels of the S.C.E. Examinations.

Duties will commence in August, 1980.

The responsibility element is at present £1,332.

Further particulars and an application form are available from the Rector, High School of Dundee, Euclid Crescent, Dundee, DD1 1HU, by whom completed applications should be received not later than Friday, 29th February, 1980.

Other Assistants

EDINBURGH

FETTES JUNIOR SCHOOL

TEACHER of FRENCH

The school is an I.A.P.S. day school for boys aged 10-13 plus and is situated within the grounds of Fettes College. A Qualified Teacher is required to teach French throughout the school from September, 1980. Extra curriculum interests and a particular aptitude for teaching the age range 10-13 plus are required.

Apply to the Headmaster, D. P. Clark, Fettes Junior School, East Fettes Avenue, Edinburgh EH4 1QX.

Music

Other Assistants

PERTHSHIRE

STRATHALLAN SCHOOL

ASSISTANT DIRECTOR OF MUSIC Required for September, 1980, a good general musician and organist; an interest in orchestral work would be welcome.

An ideal position for a young enthusiastic person looking for a first or second appointment. Single or married accommodation available.

For further details apply: Headmaster, Strathallan School, Perth, PH2 9EG.

HIGHLAND REGIONAL COUNCIL EDUCATION DEPARTMENT

FURTHER EDUCATION

Applications are invited from suitably qualified and experienced persons for the following posts:

THURSO TECHNICAL COLLEGE

LECTURER B

In Mechanical Engineering. Candidates will be required to teach subjects up to the standard required for the certificate in mechanical engineering; an ability to instruct on sheet metal work, welding and forging would be an advantage.

INVERNESS TECHNICAL COLLEGE

LECTURER B

In Electrical Installation. Work candidates must have relevant experience in the Electrical Contracting Industry, and should hold either a full technological certificate of the City and Guilds of London Institute in Electrical Installation work, or a Higher National Certificate in Electrical Engineering.

Salary scales for the above posts are in the range of £4,041 to £5,931 per annum plus an interim payment of £34 per month with placing for relevant experience.

Further particulars and forms of application are available from the Divisional Education Officer, to whom completed forms should be returned by 14th March, 1980.

Addresses: Divisional Education Office, Rhind House, Wick. (Tel. 2362). Divisional Education Office, 1/3 Church Street, Inverness. (Tel. 37411).

Physical Education

GLASGOW

THE HIGH SCHOOL OF GLASGOW

Required in September, GAMES MASTER to share in the teaching of Physical Education and in addition to undertake some classroom teaching. Emphasis on rugby and cricket essential.

Further details from the Rector, The High School of Glasgow, 637 Crow Road, Glasgow G13 1PL.

Special Education

Scale 1 Posts

SHETLAND

ISLANDS COUNCIL EDUCATION DEPARTMENT

BELL'S BRAE PRIMARY SCHOOL Lerwick

TEACHER OF SPECIAL CLASS

Applications are invited from registered teachers for the post of Teacher of Special Class. This is a class for children of all ages who, because of handicap, are taught in a small group.

Preference will be given to teachers holding the special qualification to teach handicapped pupils.

Salary in accordance with Scottish Teachers' Salaries Memorandum — plus island allowance of £312 per annum. An additional allowance of £676 per annum is presently payable.

Application forms may be obtained from the Director of Education, 1 Harbour Street, Lerwick Shetland, ZE1 0LS, to whom completed forms should be returned by 29th February, 1980.

Youth and Community Service

EDINBURGH

YOUTH WORK ORGANISER Required for multi-disciplined team to be responsible for development of indoor and outdoor club activities. The job involves taking the initiative and responsibility for organising events at Scottish level and working as part of a team on training courses, competitions and current issues of concern. The post also carries responsibilities for the development and support of clubs in the North of Scotland.

The job is Edinburgh based with a considerable amount of travelling and a clean driving licence is essential. Evening and weekend work is involved. Applicants should be aged 25-35 years and must be suitably qualified and experienced. We offer six weeks holiday and a pension scheme. Salary is in accordance with NJC Scale Grade IV commencing at £5,382.

Application forms are available from the Director, Scottish Association of Youth Clubs, Balfour House, 17 Bonnington Grove, Edinburgh EH6 4DP.

English as a Foreign Language

EDINBURGH

EDINBURGH SCHOOL OF ENGLISH STUDIES

Requires experienced GRADUATE TEACHERS for residential summer courses in Edinburgh and London.

At least one year's TEFL experience with adults is essential, as is enthusiasm and a willingness to participate.

Details and application form from E.S.E.S., 12 George IV Bridge, Edinburgh EH1 1EE. Tel.: 031 225 5887.

Outdoor Education

CARNOCH OUTDOOR CENTRE

WEST HIGHLANDS OF SCOTLAND

INSTRUCTORS

In sailing, canoeing, climbing and skiing. Three required, one in April, two in July. National qualifications in one sport, and experience of one other. Long or short term, married or single, practising Christians.

Full details from: John Ducker, Carnoch Outdoor Centre (Dept. TES), Glencoe, Argyll PA39 4HS. Telephone: Ballachulish 350.

SCOTTISH APPOINTMENTS

Applicants for posts in state or grant-aided primary or secondary schools must satisfy the registration requirements of the General Teaching Council for Scotland, 5 Royal Terrace, Edinburgh.

Educational Courses

EDINBURGH

DUNFERMLINE COLLEGE

DIPLOMA IN SPORTS COACHING

The College, in cooperation with the Governing Bodies of Sports, offers a ONE-YEAR COURSE in high level Sports Coaching. The next course will commence in October 1980. The course is college based but a considerable time is spent studying the student's chosen sport under the direction of the appropriate National Coach, or equivalent person.

Further particulars can be obtained from the Vice Principal's Secretary, Dunfermline College of Physical Education, Cramond Road North, Edinburgh EH4 6JD. Telephone 031-336 6001.

SHETLAND ISLANDS COUNCIL

EDUCATION DEPARTMENT

SUMMER SCHOOL IN ARTS CRAFTS AND MUSIC

This annual Summer School will be held in Lerwick from 7th to 21st August, 1980.

Classes are offered in drawing and painting, carding and spinning, Shetland knitting, handloom weaving, tapestry weaving, machine knitting, stone polishing and traditional fiddling.

Lectures and visits are included to illustrate the Shetland way of life. The fee of £110 covers costs of tuition and accommodation.

Brochures from the Director of Education, Education Offices, 1 Harbour Street, Lerwick. ZE1 0LS.

Colleges of Further Education

HIGHLAND REGIONAL COUNCIL

EDUCATION DEPARTMENT

FURTHER EDUCATION

Applications are invited from suitably qualified and experienced persons for the following posts:

THURSO TECHNICAL COLLEGE

LECTURER B in MECHANICAL ENGINEERING.

Candidates will be required to teach subjects up to the standard required for the certificate in mechanical engineering; an ability to instruct on sheet metal work, welding and forging would be an advantage.

INVERNESS TECHNICAL COLLEGE

LECTURER B in ELECTRICAL INSTALLATION WORK.

Candidates must have relevant experience in the electrical contracting industry, and should hold either a full technological certificate of the City and Guilds of London Institute in Electrical Installation Work or a Higher National Certificate in Electrical Engineering.

Salary scales for the above posts are in the range of £4,041 to £5,931 per annum plus an interim payment of £34 per month with placing for relevant experience.

Further particulars and forms of application are available from the Divisional Education Officer, to whom completed forms should be returned by 14th March, 1980.

Addresses: Divisional Education Office, Rhind House, Wick (Tel.: 2362). Divisional Education Office, 1/3 Church Street, Inverness (Tel. 37411).

ROBERT GORDON'S INSTITUTE OF TECHNOLOGY, Aberdeen

SCHOOL OF HOTEL AND INSTITUTIONAL ADMINISTRATION

SENIOR LECTURER

For Applied Marketing and/or Manpower Administration and/or Applied Management Studies as Senior Industrial Tutor for catering and hotelkeeping courses and to teach in HND and HCINA, part B, and contribute to proposed BA courses in Catering Administration.

Relevant teaching and industrial experience desirable. Salary in range £7,800-£9,855 per annum (+ 7½% interim award). Assistance with removal expenses.

Details from Secretary, Robert Gordon's Institute of Technology, Schoolhill, Aberdeen AB9 1FR (0224-574511).

LOTHIAN REGIONAL COUNCIL DEPARTMENT OF EDUCATION

TEACHING APPOINTMENTS

Applications are invited from registered teachers for the following posts:

PRIMARY

HEAD-TEACHER

			Responsibility Allowance
Reference C	Danderhall Primary School		£2,172

SECONDARY

DEPUTE HEAD TEACHER

Reference B	James Gillespie's High School		£2,742

ASSISTANT HEAD TEACHER

Reference C	St. David's High School, Dalkeith		£1,950

PRINCIPAL TEACHER

Reference D	Armadale Academy	Chemistry	£1,230
Reference D	Bathgate Academy	Business Studies	£1,635 (subject to review)
Reference B	Castlebrae High School	English	£1,533
Reference B	Firrhill High School	Music	£1,800
Reference B	Portobello High School	English	£2,043
Reference D	Whitburn Academy	Home Economics	£1,600

ASSISTANT PRINCIPAL TEACHER

Reference B	Broughton High School	Science	£942
Reference B	Craigmount High School	Guidance	£942
Reference B	Currie High School	Science	£900
Reference D	Deans Community High School, Livingston	Science	£900 + £90 enhancement

TEACHER

Reference D	Blackburn Academy	Technical Education
Reference B	Castlebrae High School	Home Economics
Reference B	Craigmount High School	Chemistry/Science
Reference B	Drummond High School	German/French
Reference D	James Gillespie's High School	Art
Reference C	St. David's High School, Dalkeith	Home Economics
Reference D	St. Kentigern's Academy	Technical Education

Housing may be available for posts in the West Lothian Division. Further information may be obtained from the Divisional Education Officer.

Salaries will be in accordance with the Scottish Teachers' Salaries Memorandum.

Candidates should specify for which posts they wish to apply. Application forms are available from the appropriate Divisional Education Officer at the following addresses.

For posts marked Reference A — Divisional Education Officer, East Lothian Division, Council Buildings, Court Street, Haddington.

For posts marked Reference B — Divisional Education Officer, Edinburgh Division, 40 Torphichen Street, Edinburgh EH3 8JJ (quote reference E/ST).

For posts marked Reference C — Divisional Education Officer, Midlothian Division, 40 Torphichen Street, Edinburgh EH3 8JJ.

For posts marked Reference D — Divisional Education Officer, West Lothian Division, 89/91 High Street, Linlithgow.

Closing date for applications is 7th March, 1980.

SPECIAL EDUCATION SERVICES

ASSISTANT HEAD TEACHER—BEATLIE SCHOOL

Applications are invited from registered teachers with an interest in working with severely mentally handicapped pupils. All applicants must hold a special qualification for teaching handicapped pupils and have prior experience in special education.

The salary is in accordance with the current Scottish Teachers' Salaries Memorandum.

The responsibility allowance is £324.

Further information may be obtained by contacting the Head Teacher, telephone number 5 890350.

Application forms are available from the Divisional Education Officer, Division 2 Personnel, 40 Torphichen Street, Edinburgh EH3 8JJ.

Closing date for applications is 7th March, 1980.

Lothian Regional Council

TELFORD COLLEGE OF FURTHER EDUCATION

HEAD OF DEPARTMENT OF TROWEL TRADES
Grade 4 Salary: £8,354

HEAD OF DEPARTMENT OF CIVIL ENGINEERING AND CONSTRUCTION TECHNOLOGY
Grade 6 Salary: £9,033

HEAD OF DEPARTMENT OF FABRICATION ENGINEERING
Grade 7 Salary: £9,354

HEAD OF DEPARTMENT OF ELECTRONIC ENGINEERING
Grade 7 Salary: £9,354

HEAD OF DEPARTMENT OF COMMUNICATION AND LANGUAGES
Grade 8 Salary: £9,675

HEAD OF DEPARTMENT OF ART AND DESIGN
Grade 7 Salary: £9,354

SENIOR LECTURER II (STAFF DEVELOPMENT PROGRAMMES, INDUCTION COURSES STUDENT GUIDANCE)
Salary on Scale: £7,011-£8,157

These are newly established senior posts. The College offers a wide range of full time and part time courses mainly at craft and technician levels and is a Grade 7 College in terms of the Scottish Teachers Salaries Memorandum 1978.

Applicants should have appropriate academic and professional qualifications and relevant experience at a senior level in Further Education.

Application forms and further particulars from: The Secretary to the College Council, Telford College of Further Education, Crewe Toll, Edinburgh EH4 2NZ.

SCOTTISH APPOINTMENTS

STRATHCLYDE REGIONAL COUNCIL

AYR sub-region

Education Department

COMMUNITY EDUCATION WORKER

LOCHSIDE COMMUNITY HOUSE, AYR

Salary Scale—CEWS—£4,776-£6,090

The Department wish to appoint a full-time community worker with responsibility for assisting with the development of a "community house" project in the Lochside-Braehead areas of Ayr. The project sponsored by a joint committee representing the regional and district council is grant aided by the Scottish Development Department's Urban Renewal Unit. The appointment will terminate when the project terminates in approximately 18 months.

Applicants must hold a diploma in youth and community work. Hours of duty are 36¼ per week to be worked according to the exigencies of the services. Further particulars on request.

Application forms may be obtained from the Assistant Director of Manpower Services, Regional Offices, Ayr, to whom completed forms, quoting Ref. A.214, should be returned by 7th March, 1980.

LANARK

SUB-REGION

CAREERS OFFICER

MOTHERWELL CAREERS OFFICE

Salary Scale: AP III, £4,776 to £5,220

The successful applicant will be helping unemployed young people to find permanent employment, and on the special schemes of the Manpower Services Commission Youth Opportunities Programme. He/she will cooperate with employers, careers officers, officers of the MSC Special Programmes Division, and other agencies involved. Applicants must have a current driving licence, a degree or diploma in careers guidance, and experience in teaching, industrial training, personnel, or work of a social or educational nature. There will be occasional evening meetings.

Application forms may be obtained from the Assistant Director of Manpower Services, Regional Offices, Hamilton, to whom completed forms, quoting reference L/4225, should be returned by March 7, 1980.

R. M. O. McCULLOCH,
Director of Manpower Services.

DUNFERMLINE COLLEGE OF PHYSICAL EDUCATION

One Term In-Service Course In Outdoor Pursuits

29 April 1980 - 4 July 1980

This one term course will be of interest to those who wish to work with young people in the outdoor situation. Open to all teachers, applications from other appropriately qualified persons will be considered.

The syllabus includes:

Orienteering, Skiing, Mountaineering, Mobile Camping, Canoeing, Sailing and an Expedition.

The course will be based at Dunfermline College but much of the time will be spent at the College's Outdoor Centre, Kingussie, Inverness-shire, and varying situations throughout Scotland.

Further particulars and application forms may be obtained from the Vice-Principal's Secretary, Dunfermline College of Physical Education, Cramond Road North, Edinburgh EH4 6JD (telephone 031 336-6001).

FIFE REGIONAL COUNCIL

Education Committee

KIRKCALDY COLLEGE OF TECHNOLOGY

Applications are invited for the appointment to the post of:—

HEAD OF DEPARTMENT OF CATERING SERVICES

The vacancy arises from the retirement of the present Head of Department. The post offers the opportunity for a major involvement in the management and development of a growing department.

The person appointed will be expected to have appropriate qualifications in the Catering or related fields, with extensive experience in industry and at senior level in teaching.

Salary in accordance with the Scottish Teachers' Salaries Memorandum, 1978.

Fixed Point 8 £9,033

Application forms and further details of the post are available from the Director of Education, Fife Regional Council, Wemyssfield, Kirkcaldy, to whom completed application forms should be returned by 7th March, 1980. Ref. 1433/TES.

JAMES M. DUNLOP
CHIEF EXECUTIVE OFFICER

Sixth Form and Tertiary Colleges

Heads of Department

HAMPSHIRE

PETER SYMONDS' COLLEGE Owens Road, Winchester SO22 6RX Sixth Form College, N.O.R. 865 Required for September, 1980, HEAD of the SPECIALIST MUSIC DEPARTMENT (Scale 4). The Department provides the Hampshire Specialist Music Course, which produces talented musicians, from Hampshire and elsewhere, for admission to the national music colleges, polytechnics and universities.

S.A.E. for details and application form to the Principal (Tel.: Winchester 2764).

Scale 1 Posts

CITY OF SALFORD

EDUCATION DEPARTMENT

PENDLETON COLLEGE Dronfield Road, Salford, M6 7FR

A mixed sixth form college, 530 students aged 16-19.

Required from September or earlier if possible GRADUATE TUTOR in MATHEMATICS and PHYSICS Scale 1 to teach Mathematics up to Advanced Level and Physics to Ordinary Level. An interest in computing or statistics would be an advantage.

Application forms and further details available from the Principal, at the above address to whom applications should be returned as soon as possible. (Please send s.a.e.)

MANDER PORTMAN WOODWARD

Independent Sixth-Form College in Central London and Birmingham (330 students)

Required for September: young, enthusiastic graduate TEACHERS for Oxbridge, "A" and "O" level classes in all subjects. Classes are small (seven or less) and no extra-curricular activities are involved.

Write with curriculum vitae to: The Principal, 24 Elvaston Place, London, S.W.7.

NORTH TYNESIDE

(Metropolitan Borough of) EDUCATION COMMITTEE Application forms for the following College appointment are available on receipt of a S.A.E. from the Principal, to whom they should be returned within two weeks of the appearance of this advertisement. TYNEMOUTH COLLEGE Queen Alexandra Road West North Shields NE29 9PZ Principal: Mr. D. R. Bronchley M.A.

Required for 1st September, 1980: Scale 1. SPECIALIST TEACHER of Law to G.C.E. "O" and "A" level. Ability to teach another subject to "O" level will be needed. Tynemouth College is a sixth form College with some 630 students on roll.

RICHMOND UPON THAMES

(London Borough of) RICHMOND UPON THAMES COLLEGE LECTURER II

Printing: Letter Assembly (Monotype)

Applications are invited from suitably qualified and experienced persons for a Lecturer II to be responsible for teaching MONOTYPE KEYBOARD techniques and letter assembly subjects to part-time printing and full-time design students.

The successful applicant will also be expected to contribute in developing the curriculum of printing education as a whole. This post will be available from the 1st April, 1980.

Salary: Lecturer II—£4,470 to £7,149) plus Outer London Weighting £327 per annum. Initial placing according to industrial and educational experience.

Further particulars and application forms, returnable within two weeks of the date of this advertisement, from the Assistant Principal (Resources), Richmond upon Thames College, Egerton Road, Twickenham, TW2 7SJ. (01-892 6656, Ext. 47).

RICHMOND UPON THAMES

(London Borough of)

EDUCATION COMMITTEE

RICHMOND UPON THAMES COLLEGE

LECTURER II—CONSTRUCTION

The above post in the Construction and Civil Engineering Team will become available from May 1, 1980, or as soon as possible thereafter.

An appropriately qualified person with relevant industrial experience and preferably teaching experience, is required to teach a range of subjects involving the following:— Building Accounts, Measurement, and Construction Technology.

The preferred area of training and experience is in quantity surveying and the courses involved are mainly technician Building, Civil Engineering courses. These comprise the T.E.C. Certificate courses in Studies and the H.T.C. Building Studies.

Salary Scale: £4,470 to £7,149 (subject to review January, April and September, 1980) plus £327 Outer London Weighting (subject to review from April, 1979) per annum.

Starting salary according to qualifications and recognised experience.

Further particulars and application forms, returnable within two weeks of the date of this advertisement, may be obtained from the Assistant Principal (Resources), Richmond upon Thames College, Egerton Road, Twickenham TW2 7SJ. (Tel.: 01-892 6656, Ext. 47).

SOUTH GLAMORGAN

UNITED WORLD COLLEGE OF THE ATLANTIC

Vacancies from September, 1980

A TEACHER of EAST ASIAN and RECENT WORLD HISTORY to act also as Director of the College China-Japan Resource Centre (re-advertisement).

A TEACHER of MATHEMATICS at both Higher and Subsidiary Levels. Ability to teach computing will also be required.

Atlantic College, part of the United World Colleges, prepares its students for the International Baccalaureate. All students attend on scholarships from over 60 countries.

Further particulars from the Headmaster, Atlantic College, Llantwit Major, S. Glamorgan. Closing date [illegible] March, 1980.

WAKEFIELD

(Metropolitan District) COLLEGE OF FURTHER EDUCATION

See under "Colleges of Further Education".

Special Education

Headships

BERKSHIRE

TEACHING SERVICE READING Required September, 1980, or sooner if possible — HEAD TEACHER for HOME AND HOSPITAL TEACHING SERVICE (Group 6).

Post involves responsibility for teaching arrangements in hospital, certain units, and at home for children unable to attend school through sickness or other causes.

Forms and further particulars from the Director of Education (Staffing Section—ES/HN), Kennet House, 80-82 Kings Road, Reading RG1 3BL (s.a.e.). Closing date March 12, 1980.

BERKSHIRE

THE AVENUE SPECIAL SCHOOL Basingstoke Road, Reading RG2 7LW Number on roll, 200 Required September, 1980 — HEAD TEACHER for this Group 9 (S) Special School. The school has separate departments for slow learning pupils (ages 5 to 16), for physically handicapped pupils (ages 2 to 16), and educational programmes for older pupils.

Further details and application forms from the Director of Education (Staffing Section—ES/HN), Kennet House, 80-82 Kings Road, Reading RG1 3BL (s.a.e.). Closing date March 12, 1980.

KENT

COUNTY COUNCIL EDUCATION DEPARTMENT

SEVENOAKS DIVISION

Appointment of Head Teacher FURNESS E.S.N.(M) RESIDENTIAL SPECIAL SCHOOL Hextable, Swanley, Kent Group 5 (S)

Applications are invited for the post of HEAD TEACHER to take up duties from the beginning of the Autumn Term, 1980, following the retirement of the present Headmaster.

The School takes 80 Boarding and Day Pupils and is primarily a Boarding Special School for E.S.N.(M) Pupils but there are proposals to make some provision for Autistic children at the school.

Application forms and further particulars from the Divisional Education Officer, 66 London Road, Sevenoaks, Kent (S.A.E., please), to whom they should be returned by March 10, 1980.

Deputy Headships Senior Masters/ Mistresses

LINCOLNSHIRE

DEPUTY HEADTEACHER

BOURNE E.S.N. (S) SCHOOL Group 4 (S)

Required from summer term 1980 or as soon as possible thereafter, for this new E.S.N. (S) School which will cater for pupils aged 3-16 years.

Further particulars and application forms obtainable from the Divisional Education Officer, Council Offices, Eastgate, Sleaford, Lincs. (S.A.E.) Closing date 7th March.

SURREY

EDUCATION COMMITTEE LINDEN BRIDGE SCHOOL, Grafton Road, Worcester Park. Suitably qualified and experienced TEACHERS are invited to apply for the post of DEPUTY HEAD TEACHER from the Summer or Autumn Terms 1980. This purpose-built school caters for 80 Autistic and Severely Disturbed children, for which there are facilities for 20 Boarding pupils. Preference will be given to candidates who have additional qualifications applicable to the post.

There is a modern, three bedroom house available on the site, which the Deputy Head is expected to occupy, and for which the current charge is £267 p.a.

Salary within scale of Deputy Head of Group 8(S) school.

Further details and application forms available (SAE please) from the County Education Officer, Handicapped Children's Section, County Hall, Kingston-on-Thames, KT1 2DJ (ref: HC/SMW).

Heads of Department

SURREY

HART'S LEAP CHESHIRE HOME Sandhurst. Which caters for 16 disabled children, up to 18 years, requires HEAD of HOME (salary scale: £5,580 to £6,060 p.a.).

The successful candidate will be a mature and experienced administrator, capable of taking full responsibility for the management of every aspect of the Home.

Apply in writing, with concise career and personal details to The Chairman of the Management Committee, c/o 29 Broom Acres, Sandhurst, Near Camberley, Surrey.

Other Posts on Scale 2 and above

CROYDON

(London Borough of) ST. GILES' (P.H. & Del.) Pampisford Road, Croydon, CR2 6DF

Telephone: 01-680 0141

Tenable: April or September, 1980

TEACHER of HOME ECONOMICS required for April or September, 1980, to work with small groups of secondary boys and girls, some to C.S.E. Level. The ability to make an additional contribution to the school curriculum would be an advantage.

The school caters for physically handicapped and delicate children from 3-16 years, and is purpose built with excellent facilities. A teacher is sought with good experience and the ability to work successfully with a team of teachers, therapists and care staff. Experience in special schools is not essential. Applicants are welcome to visit the school by appointment with the Headmistress.

Salary: Burnham Scale 2 available for suitably qualified/experienced applicant. With London Area Allowance.

Reasonable removal expenses will be reimbursed (details on request). Please send S.A.E. for application form (or S.A.E.) from and returnable to the Head Teacher at the above address as soon as possible.

DERBYSHIRE

ROYAL SCHOOL FOR THE DEAF Derby

Further Education Department: TEACHER of the DEAF (Scale 2/3) is required to join the support team for hearing-impaired students attending local colleges.

Application forms and further details of the post are available from Mr D. Langley, Principal, Royal School for the Deaf, Ashbourne Road, Derby, DE2 3BH.

DUDLEY

(Metropolitan Borough) ROSEWOOD SPECIAL SCHOOL

Coppice Lane, Quarry Bank

Required as soon as possible, experienced TEACHER with qualifications in Special Education to work with a group of maladjusted children. Scale 2 (S) post available for suitable applicant.

(Re-advertisement.)

Application forms (S.A.E.) from and returnable to J. Burk, Director of Education, Education Department, 2 St. James's Road, Dudley, West Midlands, DY1 1HJ.

EALING

(London Borough of)

EDUCATION SERVICE

Required as soon as possible, a peripatetic TEACHER of the Deaf.

The person appointed will be required to give assistance in the home to children of pre-school age and those attending ordinary and Special Schools. A knowledge of manual communication would be an advantage.

A Scale 2 post is available for a suitably-qualified person plus £[illegible] London Allowance.

Further details and application forms (S.A.E.) from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, London W5 5SU.

EAST SUSSEX

COUNTY COUNCIL

GLYNE GAP (DAY E.S.N. (S)) SCHOOL

Hastings Road, Bexhill-on-Sea

Headmaster: Mr L. P. Hurren

Required September, 1980 (Scale 3): suitably qualified TEACHER for small group of students aged 16-plus engaged upon social studies course.

Willingness to organise and take students on visits outside school hours and ability to drive mini-bus essential.

Application forms and further details obtainable from the Area Education Office, 20 Wellington Square, Hastings. Closing date 7th March, 1980.

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headship

St. Martin's School, Derby

Applications are invited from qualified teachers with appropriate experience, and preferably with an additional specialist qualification, for the Headship of this 100 place ESN(M) Day Special School in Derby.

Group 5S.

Closing date: 7 March 1980.

Application forms and particulars for the above post (s.a.e. foolscap please) from the Director of Education, County Offices, Matlock.

DERBYSHIRE County Council

Metropolitan Borough of Stockport

PRINCIPAL

SIXTH FORM COLLEGE

£9,627-£10,431

A Principal is required as soon as possible for the new AQUINAS R.C. SIXTH FORM COLLEGE, a group 9 aided school, which is to be established from September 1980 in the present premises, suitably adapted, of St. Michael's R.C. High School, Nangreave Road, Stockport.

The College is eventually intended to provide a variety of courses for approximately 250 students aged 16-19 years. In September 1980, it is estimated that there will be 180 students in the sixth form and a further 340 pupils under 16 years of age.

Applications are invited from well qualified teachers with considerable relevant experience particularly in sixth form education.

Forms and further particulars available from and returnable to: The Director of Education, Stopford House, Town Hall, Stockport, quoting reference SZ/TES by 7th March, 1980.

STOCKPORT

METROPOLITAN BOROUGH OF STOCKPORT

SPECIAL

HEADTEACHER

Burnham Group 3(S) plus additional payment for residential responsibilities.

TAXAL LODGE SPECIAL SCHOOL (RESIDENTIAL), WHALEY BRIDGE

The Council is to establish a residential school for 36 boys and girls of secondary school age whose special educational needs stem from combinations of learning and adjustment problems. Both the Council's Education and Social Services Divisions will be actively involved with the new school which it is expected will open in September 1980.

Candidates must have the relevant experience and additional professional qualifications would be an advantage plus the capacity to lead a multi-professional team and the ability to work effectively with other services. The Headteacher is expected to live in close proximity to the school and accommodation could be available within the school grounds.

Application forms and further details from the Director of Education, Town Hall, Stockport, quoting reference E/1277, to be returned by 3rd March, 1980.

SPECIAL EDUCATION
Scale 2 Posts continued

NORTH YORKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
DANESMEAD SECONDARY MODERN SCHOOL
PARTIALLY HEARING UNIT

Applications are invited from experienced and qualified TEACHERS of the DEAF for the post of TEACHER (Scale 3 plus S.E.A.) at a Partially Hearing Unit located at Danesmead Secondary Modern School, York.

Further details and application form (to be returned by 7th March, 1980), from the County Education Officer, Room 154, County Hall, Northallerton DL7 8AE.

SHROPSHIRE
EDUCATION COMMITTEE
(Re-advertisement)
SPECIAL PARTIALLY HEARING UNIT
TEACHER IN CHARGE

Required for September, 1980, a qualified and experienced Teacher of the Deaf to take charge of this unit in East Shropshire.

Burnham Scale 3, plus S.S.A.

Further details from the Headmaster, St. Andrew's School, Shifnal, Shropshire TF11 8AD.
Tel.: Telford 460226.

Scale 1 Posts

DEVON
IN A STATE? TAKE AN INDEPENDENT LINE

Kilworthy House is a well established therapeutic community situated on the edge of Dartmoor. There are 30 youngsters aged 13-18 and 17 adults, 13 of them resident.

We require adults either single or couples who have worked in teaching/child care with qualifications and/or experience in any of the following:
(1) English—language development
(2) Maths/General Science
(3) Organic Gardening
(4) Woodwork/wood turning
(5) Outdoor pursuits

Living in the community essential. Further details from John Farrow or Sue Murray, Tavistock 2010.

EALING
(London Borough)
EDUCATION SERVICE

Required immediately:—
Experienced teachers able to undertake SUPPLY WORK in First, Middle, High or Special Schools.

For further information see under Secondary Education, Other Than by Subjects, Scale 1 Posts.

EAST SUSSEX
ASSISTANT TEACHER required as soon as possible. The successful candidate will essentially be qualified and experienced, preferably with maladjusted boys. A challenging, exciting post, to develop craft in all aspects, i.e., Woodwork, Plastics, Pottery, Fibre Glass, Art and capable of teaching General Subjects at this independent, recognised, well-established, boarding school for 48 maladjusted boys between the ages of 10 and 16 years.

Spacious, modern, well-equipped classrooms. One-bedroomed centrally heated flat in St. Leonards on Sea available at nominal rent if required.

Burnham Scale 1 plus Special Schools Allowance. Possibility of extraneous duty of 15 hours' average per week with additional payment at recognized rates. Twelve weeks' annual leave.

Applications containing full details and names and addresses of two referees immediately to the Joint Principals, Great Sanders School, Sedlescombe, Battle, East Sussex. Full details of school and appointment available on request.

ESSEX
TEMPORARY TEACHER required for one term to teach GENERAL SUBJECTS to small class of Maladjusted boys at Oxley Parker School. 15 hours extraneous duties per week expected. Scale 1 Burnham. (Special [illegible] Schools).

Apply to: Secretary, Royal Eastern Counties Schools, 374, Mill Road, Colchester, Essex.

ESSEX
TEACHER for GENERAL SUBJECTS with an interest in Art and Crafts required for maladjusted boys at the Oxley Parker School.

Burnham Scale 1 with Special Schools Allowances, plus extraneous duty pay for compulsory 15 hours duty per week.

Applications to Secretary, Royal Eastern Counties Schools, 374 Mill Road, Colchester, Essex.

HAMPSHIRE
LANKHILLS SCHOOL

Required for 1st May, 1980 Senior Residential CHILD CARE OFFICER to be responsible to the Head of school for the organisation and management of child care teams at this 6 day residential ESN(M) school for boys and girls 11-16 years of age. (100 boarders, 80 day children). The successful applicant would be expected to act as a member of a multidisciplinary team responsible for the overall care of the children.

A large self-contained flat is available. Hours 42 per week for 50 weeks. Salary R.C.C.O. grade 4 (Subject to Review) £4,614-£5,067 per annum—£5,382 with qualifications.

For further details and job description apply to The Headmaster, Lankhills School, Andover Road, Winchester.

HERTFORDSHIRE
ST. ELIZABETH'S R.C. SCHOOL FOR CHILDREN WITH EPILEPSY
Much Hadham
Herts SG10 6EW
Roll: 60

Boys 5-12, Girls 5-16 years
Require qualified CRAFT TEACHER. Pottery essential. Some Woodwork may be included in timetable. Ability to help with Boys' Games an advantage.

Temporary post for summer term. Possible permanent post for September 1980.

Apply with two references to Headmistress.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Department
The Civic Centre, Lampton Road
Hounslow, TW3 4DN
HESTON SCHOOL FOR THE DEAF
Vicarage Farm Road
Hounslow, TW4 0AJ
Headmaster: Mr. E. C. Barrett, J.P.

Required as soon as possible: Two qualified TEACHERS. Interests in Art and/or Mathematics of value.

Interested teachers would be more than welcome to visit the school in the first instance. Please contact the Headmaster at 01-570 9150 for an appointment.

London Allowance (£408) payable. Special Schools allowance payable.

Closing date: Within seven days.

Application forms (stamped addressed foolscap envelope, please) from the Head Teacher at the school, to whom they should be returned by the closing date.

A. Groves, Director of Education.

SPECIAL EDUCATION

Lancaster House in Richmond, is a residential community for emotionally disturbed children (4-14). We require a

TEACHER

to run a remedial teaching programme, as well as carry out some care duties. Experience in special education desirable. Salary review pending.

Application forms from:
The Personnel Assistant,
The Richmond Fellowship,
8 Addison Road,
London W14 8DL.
Tel.: 01-603 6373

SIBFORD SCHOOL,
Sibford Ferris, Banbury, Oxon OX15 5QL
(Co-educational Boarding School—360 pupils)
Required for September [illegible]

a Teacher

to take

English

up to 'O' Level and to act as

ASSISTANT HOUSEMISTRESS

in a modern residential House for 40 girls, ages 11-16.

Salary Scale 1 plus substantial allowances and other benefits. Details and application form from the Headmaster.

LINCOLNSHIRE
ASSISTANT
BOURNE E.S.N. (S) SCHOOL

Required from summer term 1980 or as soon as possible thereafter, for this new E.S.N. (S) School which will cater for pupils aged 3-16 years.

Application forms obtainable from the Divisional Education Officer, Council Offices, Sleaford, Lincs. (S.A.E.) Closing date 7th March.

OXFORDSHIRE
COUNTY COUNCIL
NORTHERN HOUSE SPECIAL SCHOOL
South Parade, Summertown, Oxford.

Required for April or September 1980 1. a TEACHER for GENERAL SUBJECTS to a group of middle school age range children with emotional and educational difficulties and 2. a Teacher for Music and General Subjects. Scale 1 plus S.S.A. The teachers must have good classroom management and discipline. Experience of main stream and special school/unit teaching essential. An ability to teach Art throughout the school is a great advantage but other subjects outside the main areas of English, Reading and Mathematics will be considered.

Applications to the Head Teacher, Telephone Oxford 57004 for further details.

SURREY
EDUCATION COMMITTEE
PORTLEY HOUSE SCHOOL,
Whyteleafe Road, Caterham

Due to the absence of a teacher on leave, a vacancy has arisen for a temporary ASSISTANT qualified TEACHER of the DEAF for the Summer and part of the Autumn Term 1980, to be responsible for a Nursery class of profoundly deaf children aged 3-5 years. Resident or non-resident post.

Salary within Scale 1 plus Special Schools Allowance and an additional payment of £1,110 p.a. for a minimum of 13½ hours per week Extraneous Duties.

For further details and application form, contact the Head, Miss R. Healey, Tel. Caterham 42381.

TYNE AND WEAR
TEACHER, Scale 1

Applications are invited from candidates experienced and interested in working with children displaying problems of adjustment, for the post of Teacher Scale 1 at this Independent Residential School for Boys. The person appointed will complete a team of five teachers under the management of a Senior Staff comprising Principal, Head and Deputy.

This post attracts Special Schools allowance of £441 and Additional Duties Allowance of £1,090 is also payable on usual terms. Application forms, obtainable from the Principal, Washington Hall School, The Avenue, Washington Village, Tyne & Wear, NE38 7LE, should be returned by not later than 5th March, 1980.

Independent Schools

Deputy Headships Senior Masters/Mistresses

OXFORD
RYE ST. ANTONY SCHOOL
Catholic Boarding and Day School for Girls: 280 Girls, 9-18.

Required in September, SENIOR MISTRESS, resident, to teach RELIGIOUS EDUCATION to senior forms, and some English, with Librarian duties, but essentially to share responsibility on boarding school side, supervising and organizing about 190 girls. R.C. essential. Salary according to qualifications.

Apply with curriculum vitae and two testimonials or names of two references to the Headmistress, Rye St. Antony School, Pullen's Lane, Headington, Oxford OX3 0BY.

PORTSMOUTH
PORTSMOUTH GRAMMAR SCHOOL

Required in September, 1980, DEPUTY HEADMASTER, Burnham Scale Group 10, plus P.O.S. allowance.

Apply by letter (giving telephone number) with curriculum vitae and names of two referees to the Headmaster, Portsmouth Grammar School, High Street, Portsmouth, PO1 2LN.

Closing date: March 7th.

SURREY
ROYAL GRAMMAR SCHOOL,
Guildford
(Formerly Voluntary Controlled, now H.M.C. Independent: 650 Boys, 200 in Sixth Form)

Required in September, 1980, a SECOND DEPUTY HEAD to be responsible for all matters relating to pupil discipline and welfare. The successful candidate will be a good Honours Graduate with proven qualities of leadership and organization and an excellent record as a teacher.

For further details write to the Headmaster, Royal Grammar School, High Street, Guildford GU1 3BB, enclosing a stamped addressed envelope. Applications, in the form of a full curriculum vitae supported by a letter of application quoting at least two referees, must be submitted by 1st March, 1980.

By Subject Classification

Art and Design

KENT
Required for September, 1980, qualified TEACHER for ART department. Small classes and groups. Burnham Scale. Government Superannuation.

Apply in writing, with curriculum vitae and names and addresses of two referees, to the Headmaster, Foxbush School, Tonbridge Road, Hildenborough, Tonbridge, Kent.

WANTED for April by Boys' Independent Grammar School in N.W. Middlesex, Art Teacher to take subject to "A" level. Art History and Games an advantage. Applications and two references to Box TES 3707, The Times, WC1X 8EZ.

Classics

BRISTOL
BRISTOL GRAMMAR SCHOOL
Independent ex Direct Grant

900 boys, 40 girls in Sixth Form. Some girls will be entering at Age 11 in 1980.

CLASSICS, Scale 3
Required for September 1980 one full time and one half time GRADUATE to share in the full range of a large Department's teaching: Latin (from 11), Greek (from 13) to "O", "A" and "S" Levels. Willingness to help with out of class activities, e.g., C.C.F., games welcomed.

For further details on request with S.A.E. from The Headmaster to whom application should be made together with curriculum vitae and details of 3 referees.

Headmaster, Bristol Grammar School, University Road, Bristol, BS8 1SR. Telephone: Bristol 36006.

CARDIFF
HOWELL'S SCHOOL
Llandaff

(550 girls, 11-18, independent; three-form entry; large Sixth Form)
Required in September, 1980, HONOURS GRADUATE in CLASSICS to organise the work of this department, including Ordinary level Greek and Classical Literature and share in the teaching throughout the school up to "A" and Scholarship level. Scale 2 or 3 depending on experience. There is a strong Classics tradition in the school.

Apply in writing to the Headmistress (no forms) giving full curriculum vitae, any recent testimonials and the names and addresses of two referees.

HERTFORDSHIRE
ST. EDMUND'S COLLEGE
H.M.C., R.C. Boarding

Required for September, 1980
A GRADUATE to teach LATIN and GREEK up to "A" level. Help with Games will be an advantage.

Accommodation available for single man.

Applications please in writing to: Headmaster, St. Edmund's College, Old Hall Green, Ware, Herts SG11 1DS.

KENT
THE KING'S SCHOOL
Canterbury

Required for September, 1980, a GRADUATE to teach LATIN to "O" level (with possibility of some post-"O" level work), and some Elementary GREEK. Some teaching in other subjects available; ability to assist with games, etc., an asset.

Applications, including names of two referees, to reach the Headmaster by Saturday, 1st March, 1980.

KENT
DOVER COLLEGE
(H.M.C., co-educational, 435 pupils 13-18)

Young CLASSICS GRADUATE required for September 1980, to organise Classics in the school and to teach Latin to O and A Level, Classical Civilization at A Level, and possibly some Greek. Applicants must also be willing and able to contribute to games and extra-curricular activities and to participate wholeheartedly in the life of a co-educational boarding community. Accommodation available.

Applications, with curriculum vitae and names and addresses of two or more referees, should be sent as soon as possible to the Headmaster, Dover College, Kent, from whom further details may be obtained (telephone Dover 205969).

LIVERPOOL
LIVERPOOL COLLEGE
Mossley Hill, Liverpool L18 8BE

Required for September, 1980, CLASSICS (or Latin only) with a little middle school French. VI form and Oxbridge teaching available in both Greek and Latin. Coaching proficiency in rugby or hockey or cricket essential. Accommodation possible, especially for a bachelor.

Applications, with the names of at least two referees, to the Headmaster before 14th March.

Commercial Subjects

LONDON
Trained TEACHER of SHORTHAND and TYPEWRITING required for well-known secretarial college in Hampstead.

Please telephone or write to the Director of Training, St. Godric's College, 2 Arkwright Road, London NW3 6AD. Telephone 435 9831.

LONDON
TEACHER required for this well-known Secretarial College in Hampstead. She/he will be required to teach both Commercial Subjects, Shorthand and Typewriting, as well as General Secretarial Duties.

This is an excellent opportunity to join an established College and a good salary will be paid to the appointed applicant. There are excellent working conditions in pleasant surroundings and free lunches are provided.

For further information and applications for interviews, please write or telephone the Director of Training, St. Godric's College, 2 Arkwright Road, London NW3 6AD. Telephone: 01-435 9831.

Domestic Subjects

MIDDLESEX
THE LADY ELEANOR HOLLES SCHOOL
Hanworth Road, Hampton
(730 girls; Senior Department 540)

Required for September 1980:—ASSISTANT TEACHER to share in the work of the HOME ECONOMICS DEPARTMENT (Needlecraft and Cookery) up to Advanced level. Burnham Scale with London Allowance.

Apply to the Headmistress with curriculum vitae and names of two referees.

Economics

AVON COUNTY
MONKTON COMBE SCHOOL
Bath, Avon

Required September, 1980, young GRADUATE to teach ECONOMICS to A/S level and at least one other subject.

Willingness to coach games, particularly Cricket or Rowing, desirable. Commitment to boarding school life essential.

Own salary scale.

Accommodation available.

Applications with names of two referees to and details from the Headmaster.

BUCKINGHAM
STOWE SCHOOL
Buckingham

GRADUATE required in September, 1980, to teach ECONOMICS and some POLITICS to "A" and "S" level, with a supporting subject to complete a full timetable.

Applications, with full curriculum vitae and the names and addresses of two referees, should be sent to The Headmaster, Stowe School, Buckingham MK18 5EH.

HARROW on the Hill
HARROW SCHOOL

Required for September, 1980, a TEACHER qualified to teach ECONOMICS up to "A" level and University Entrance level. Ability to coach games (especially cricket and/or rugby football) at a high level would be an added qualification.

Applications with full curriculum vitae and names of two referees to The Head Master, Harrow School, Harrow on the Hill, Middlesex.

LONDON, S.E.21
DULWICH COLLEGE

Required for September, 1980, a GRADUATE ECONOMIST to teach "A" level and Oxford and Cambridge candidates joining a department of three economists which has had an outstanding record of examination success. Willingness to help with games coaching would be a considerable advantage.

Dulwich has its own salary scales and accommodation is likely to be available for a married person requiring it. A single man prepared to become a House Tutor would be offered free accommodation and board in return for his extra duties.

Applications, by letter, to the Master as soon as possible, giving full curriculum vitae and the names, addresses and telephone numbers of two referees.

LONDON, NW1
THE INTERNATIONAL SCHOOL OF LONDON
Crowndale Road

Required for September, 1980, an ASSISTANT TEACHER of ECONOMICS to G.C.E. "O" level and International Baccalaureate Higher and Subsidiary levels.

Apply in writing, giving two referees, please, to the Headmaster at the above address.

SUFFOLK
ST. FELIX SCHOOL
Southwold

Required for September, GRADUATE to introduce teaching of ECONOMICS to "A" level.

Part-time appointment, but full-time post might be available to a candidate offering another academic subject.

Apply with curriculum vitae and names of two referees to the Headmistress.

SURREY
ST. JOHN'S SCHOOL
Leatherhead
(H.M.C., 450 boys)

Required in September, a GRADUATE to teach ECONOMICS up to "A" level and HISTORY in the Lower School. Accommodation is available.

Applications with curriculum vitae and names and addresses of two referees to the Headmaster.

YORK
ST. PETER'S SCHOOL

Required September 1980, a GRADUATE to teach ECONOMICS in the Sixth Form, together with another subject in the lower part of the school. Candidates would be expected to take a full part in the extra-curricular activities of a school which is half boarding/half-day and which includes 30 girls in a Sixth Form of 140. Accommodation for a single person might be available.

Applications, with the names of two referees, to The Headmaster, St. Peter's School, York, YO3 6AB, from whom further details may be obtained.

WILTSHIRE
MARLBOROUGH COLLEGE
(900 boarders aged 13 to 18; 350 boys and 90 girls in Sixth form)

Required for September, 1980, an ECONOMIST to join a large Business Studies department. Accommodation available.

Applications (with curriculum vitae and names, addresses and preferably telephone numbers of two referees) and enquiries to the Master, Marlborough College, Wiltshire SN8 1PA.

English

Heads of Department

OXFORD
RYE ST. ANTONY SCHOOL
(Catholic boarding and day school for girls: 288 girls: nine to 18)

Required in September, HEAD OF ENGLISH, Scale 2. Suitable candidate able to act as resident Senior Mistress (about 190 boarders) would qualify for Scale 3. R.C. essential.

Apply, with curriculum vitae and two testimonials or names of two referees, to the Headmistress, Rye St. Antony School, Pullen's Lane, Headington Hill, Oxford OX3 0BY.

Other Assistants

BERKSHIRE
DOUAI SCHOOL
(Roman Catholic—Benedictine)
(310 Boys, Boarding, 11 to 18 years)

Required for September, 1980
Young graduate as Assistant TEACHER of ENGLISH. Non-resident post but might be suitable for applicant for resident Assistant Housemaster for Junior House (45 boys, 11 to 13 years). Suitable first appointment.

We would welcome a teacher willing to share his own particular interests in extra-curricular activities such as sport, music or technical and practical hobbies, in a Benedictine School.

Burnham Scales and non-resident/responsibility allowance.

Apply in writing with curriculum vitae and names of two referees to the Headmaster, Douai School, Upper Woolhampton, Reading, Berks. RG7 5TH.

COVENTRY
COVENTRY SCHOOL
(Hall; Co-educational)
Bablake
(Roll: 822; Sixth Form 223)

[illegible] ber, 1980, a well-qualified GRADUATE TEACHER [illegible] DIRECTOR of DRAMA. Good facilities and a high tradition in drama, with studio work an integral part of the English programme. Details of school in P.S.Y.B. Burnham Scale according to experience and qualification together with Coventry School Allowance.

Apply by letter with curriculum vitae and names and addresses of referees to the Director, Coventry School: Bablake, Coventry CV1 4AU.

GLOUCESTERSHIRE
Required for September 1980: a good Honours GRADUATE in ENGLISH LITERATURE to teach the academic syllabus throughout the school (ages 11 to 18). Previous experience in Advanced level work essential and, if possible, up to Oxford and Cambridge standard. Teaching duties only, with no boarding supervision.

Burnham Scale 2: Government superannuation.

Apply: Principal, Ladies' College, Bayshill Road, Cheltenham, giving full details of qualifications, experience and the names and addresses of two referees.

GLOUCESTERSHIRE
Required for September 1980, a good HONOURS GRADUATE in ENGLISH LITERATURE to teach the academic syllabus throughout the school (ages 11-18). Teaching duties only, with no boarding supervision. Burnham Scale 1: Government Superannuation.

Apply Principal, Ladies' College, Bayshill Road, Cheltenham, giving full details of qualifications, experience and the names and addresses of two referees.

HERTFORDSHIRE
THE ROYAL MASONIC SCHOOL FOR GIRLS
Rickmansworth WD3 4HF

Required for September, a qualified ENGLISH GRADUATE to teach the subject up to "O" level, with the possibility of some "A" level work. Scale 1 post.

Apply with details of curriculum vitae and names of two referees to the Headmistress.

LINCOLNSHIRE
STAMFORD SCHOOL
(H.M.C., D.G./Independent: day and boarding: 880 boys: 6th Form 160)

Required for September 1980 a well qualified graduate ENGLISH TEACHER.

A second Arts subject would be an advantage.

Some Sixth Form work is likely to be available.

The position would suit someone seeking a first appointment who would be prepared to involve himself in the boarding life of the school and to contribute significantly to extra curricular activities.

Burnham Salary Scale plus Stamford Allowance.

Accommodation available.

Applications with the names and addresses of two referees to the Headmaster, from whom further details can be obtained.

MIDDLESEX
ST. HELEN'S SCHOOL
Northwood, Middlesex
Independent Day/Boarding School

Wanted in September, a fully qualified good HONOURS GRADUATE to share teaching of ENGLISH throughout the Senior Department (540 girls) up to and including Scholarship Level. Enthusiasm and pleasure in the subject is of great importance, with willingness to participate in those activities: magazine, drama, which are a vital part of this subject.

Please apply in writing to the Headmistress with a C.V. naming 2 referees. Grade 2 post.

NEWCASTLE upon Tyne
DAME ALLAN'S GIRLS' SCHOOL
Fowberry Crescent, Fenham
Newcastle upon Tyne NE4 9YJ
(Direct Grant/Independent)
(450 girls; Sixth Form 120)

Required for September, 1980:
Good Honours ENGLISH GRADUATE to share in the teaching of English throughout the school. Ability to teach to G.C.E. Advanced and Oxford and Cambridge Entrance levels essential. Willingness to help with drama an asset.

Apply immediately to the Headmistress with full details of curriculum vitae, testimonials and the name and address of two referees.

SOMERSET
MILLFIELD SCHOOL
(Co-educational boarding school of 1,100 pupils, including over 400 Sixth Formers; 170 teachers)

Required for September, 1980: TEACHER of ENGLISH for secondary work up to "O" level standard. A particular interest in the teaching of Language is looked for. Some Sixth Form General Studies is included, and willingness to participate in extra-curricular activities and games is essential; with hockey or judo particularly welcomed.

Apply to Headmaster, Millfield School, Street, Somerset, giving curriculum vitae and the names of two referees. Closing date, March 1, 1980.

SUSSEX
NORTHEASE MANOR SCHOOL
Lewes.

Required for September, 1980 a qualified TEACHER of English with knowledge of remedial techniques and experience of C.S.E. courses.

We are an independent boarding school for boys of secondary school age of above average IQ with below average school performances. Of the 70 places at the school over half are taken by LEA's. Salary scale 1 Burnham plus an addition for weekend duties.

All staff have pastoral responsibilities.

Full details are available from the Headmaster, Lewes 9915.

WEST SUSSEX
S. MICHAEL'S
Burton Park, Petworth
(Independent Boarding School for 260 girls under the Woodard Corporation)

Wanted in September, GRADUATE to teach ENGLISH throughout school to "A" level. Resident or non-resident post carrying Burnham Scale 1 with Government superannuation.

Please apply to the Headmistress.

WILTSHIRE
CRANBORNE CHASE SCHOOL
Wardour Castle, Tisbury (870464)
Salisbury

A GRADUATE is required in September to teach ENGLISH at all levels. Ability to teach Latin or a Modern Language will be an advantage.

Apply Headmaster.

WILTSHIRE
DAUNTSEY'S SCHOOL
West Lavington, near Devizes
(H.M.C.; Direct Grant remaining Independent; co-educational Sixth Form College for the neighbouring 11 to 18 Lavington Comprehensive School)
(525 pupils, 200 post-"O" level)

Required for September 1980 ENGLISH GRADUATE to teach ENGLISH throughout the school.

Salary: above Burnham.

Send curriculum vitae and the names of two referees as soon as possible to the Headmaster, from whom further details of the post may be obtained.

WORCESTERSHIRE
MALVERN GIRLS' COLLEGE
Independent Boarding School for 500 girls: sixth form of 150

Required in September, 1980, Honours GRADUATE in a Department of five to share in the teaching of ENGLISH throughout the school to university entrance. The department is a busy one and a lively and scholarly person will be required. Salary is Burnham Scale. Government Superannuation.

Applications to the Headmistress, with copies of testimonials if available and names and addresses of two referees.

Geography

BRISTOL
BRISTOL GRAMMAR SCHOOL
(H.M.C. ex-Direct Grant)
(Girls aged 11 plus will also be entering in September, 1980; girls are already admitted to the Sixth Form)

Required for September, 1980, a well-qualified and preferably experienced GEOGRAPHY TEACHER to be responsible for the organisation of field work. The department has its own field centre in the Mendips. A specialist interest in Human/Economic Geography at Advanced level may be advantageous.

Willingness to help with out-of-class activities, e.g., games, C.C.F., is important.

Salary Burnham Scale 1 or 2 according to qualifications and experience.

Applications in writing with curriculum vitae and details of three persons to whom reference may be made should be sent to the Headmaster immediately.

Bristol Grammar School, University Road, Bristol, BS8 1SR. Telephone: Bristol (0272) 36006.

INDEPENDENT
Geography continued

EAST SUSSEX
ST. BEDE'S SCHOOL
The Dicker, near Hailsham
Co-educational

Further expansion means that from September, 1980, there will be a vacancy for a GRADUATE to teach GEOGRAPHY initially up to "O" level in conjunction with some [illegible], but after one year to [illegible] "A" level. A full involvement in extra-curricular activities will be expected, and applicants of wide interests are sought. A major position of responsibility on the girls' boarding side is open to the right applicant, but this need not be part of the job. Residential if required.

Apply with curriculum vitae and names of two referees to the Headmaster.

KENT
FARRINGTONS SCHOOL
Chislehurst
(Methodist Colleges and Schools)
350 girls 11-18 years
Boarding and Day Girls)

Required for September, a Qualified GRADUATE to share in the teaching of GEOGRAPHY throughout the school to "O" and "A" level. This is a post suitable for a recently qualified teacher with an interest in current developments in Geography.

Burnham Scale 1.

NORTHAMPTON
NORTHAMPTON HIGH SCHOOL FOR GIRLS
formerly Direct Grant
500 girls, Sixth Form 100

Required part-time for April or September, a well qualified GEOGRAPHER to share in the teaching of the subject to London "A" Level and Oxbridge entrance.

Apply, with curriculum vitae and names of referees, to the Headmistress, The High School, Derngate, Northampton NN1 1UN.

WIMBLEDON
KING'S COLLEGE SCHOOL

Required for September, 1980, A GRADUATE to teach GEOGRAPHY at all levels from 13 to University Scholarship; would suit someone still in training or already in first post. Ability to coach rowing an advantage, though not essential. Salary will depend on qualifications and experience, but will be not less than the Burnham Scale 2.

Applications, with curriculum vitae and the names of two referees, to the Headmaster, King's College School, Wimbledon Common, SW19 4TT.

History

CHELTENHAM
LADIES' COLLEGE

requires a GRADUATE with good HONOURS DEGREE in HISTORY to teach throughout the school, including "A" level work. Interest in Modern History, particularly American or European, would be an advantage. No boarding duties required.

Apply Principal, Ladies' College, Bayshill Road, Cheltenham, giving curriculum vitae and the names and addresses of two referees.

EAST SUSSEX
ST. BEDE'S SCHOOL
The Dicker, Nr. Hailsham
Co-educational

Further expansion means that from September, 1980 a vacancy exists for a GRADUATE to teach HISTORY, initially to "O" level, in conjunction with FRENCH, and subsequently to "A" level. A full involvement in extra-curricular activities will be expected, and applicants of wide interests are sought. A major position of responsibility on the girls' boarding side is open to the right applicant, but this need not be a part of the job. Residential if required.

Apply with curriculum vitae and names of two referees to the Headmaster.

HAMPSHIRE
HISTORY
PORTSMOUTH HIGH SCHOOL
Kent Road, Southsea Hampshire

Required for September 1980, a HISTORY GRADUATE to teach the subject to all age groups including "O" and "A" level.

LONDON
MILL HILL SCHOOL
London NW7 1QS
H.M.C. Independent: 200 in Sixth Form
HISTORY and POLITICS

Required for September 1980, a well qualified GRADUATE to teach HISTORY (16th and 17th centuries) and POLITICS to "A/S" level; a qualification in Economics an advantage. This is an opportunity for an experienced candidate to take charge of the Department within a year. A candidate with primary interest in Politics would be considered. Involvement in boarding-school activities including games preferred but not essential.

Further details may be obtained from the Headmaster, Mill Hill School, London NW7 1QS, to whom applications should be made together with the names of two referees.

LONDON
MILL HILL SCHOOL,
London NW7 1QS
H.M.C. Independent
(200 in Sixth Form)
HISTORY and POLITICS

Required for the Summer Term only, i.e. April 24th to July 11th: a qualified GRADUATE to teach HISTORY and POLITICS—Lower VIth, "O" level and pre-"O" level. Accommodation available: salary depending on experience. Interest in boarding school activities including sports an advantage. A suitable man could be a candidate for the permanent post separately advertised.

Further details may be obtained from the Headmaster, Mill Hill School, London NW7 1QS, to whom applications should be made together with the names of two referees.

LONDON
THE INTERNATIONAL SCHOOL OF LONDON
Crowndale Road

Requires for April, 1980 a TEMPORARY TEACHER of HISTORY to GCE "O" and International Baccalaureate Higher Level.

The post is for one term (April 14th-July 3rd) but may become permanent.

Apply in writing, giving two referees, please, to the Headmaster at the above address.

MIDDLESEX
ST. HELEN'S SCHOOL
Northwood

(Independent day/boarding school senior department of 540 girls)
Wanted, a good HONOURS GRADUATE to share the teaching of HISTORY up to Advanced and Scholarship levels; the popularity of the subject results in large Sixth Form groups. The ability to teach some Latin an advantage.

Please apply in writing to the Headmistress with a curriculum vitae naming two referees. Grade 2 post.

SUFFOLK
CULFORD SCHOOL
Bury St. Edmunds

Independent. H.M.C. Coed. 680 pupils 8-18. Boarding and Day.
Required for September an additional member of the HISTORY Department to share in the work of the Department across the 11-18 age group. Some time would be spent in another department and preference would be given to a candidate able to offer geography in the middle school, and willing to help with games.

Salary Burnham plus. Help with residential duties, extra curricula activities required. Accommodation could be available for single staff.

Apply to the Headmaster giving full curriculum vitae and names and telephone numbers of two referees.

SURREY
ST. GEORGE'S COLLEGE
Weybridge KT15 2QS
Independent school for boys mainly R.C.

Member of H.M.C.: 660 pupils from 12 to 18 years; 220 boarders. 360 day boys and 80 girls in the Sixth Form.

Required for September, 1980, GRADUATE to teach HISTORY to "O" level.

Ability to coach games greatly appreciated but not essential.

Salary, Burnham Scale plus according to experience. Single accommodation possibly available.

Write, enclosing curriculum vitae with names of two referees, to the Headmaster.

SUSSEX
LAVANT HOUSE
Chichester, Sussex PO18 9AB
(Independent Boarding, Day School for 170 girls)

Required for September, 1980, a GRADUATE to teach HISTORY throughout the school to "O" and "A" level. Burnham Scale, Government superannuation.

Applications with curriculum vitae and names of two referees to the Headmistress, please.

WEST SUSSEX
FARLINGTON SCHOOL
Horsham
(Independent Day and Boarding School, 340 Girls 9 to 18)

Required in September, 1980, a trained young HISTORY GRADUATE, with a few years' experience, to teach the subject throughout the school to "O" and "A" level. Willingness to help with general school activities essential. Burnham Scale.

Apply immediately to the Headmistress, giving curriculum vitae and names and addresses of two referees.

Mathematics

Heads of Department

BRISTOL
THE RED MAIDS' SCHOOL
Westbury-on-Trym BS9 3AW
(Direct Grant/Independent School for 420 girls 11-18 Boarding and Day)

Required in September 1980: a GRADUATE MATHEMATICIAN capable of teaching to University Scholarship level. Burnham Scale.

Apply with curriculum vitae and names of two referees to the Headmistress.

CARMEL COLLEGE

MATHEMATICIAN

We will require in September an enthusiastic Mathematician interested in academic teaching from 11-plus to Scholarship level (SMP to 'O'-level) in a department of mixed ability boys and girls with a tradition of getting the best out of the strongest and the weakest.

There are very good career prospects and opportunities for extending the influence of the department in the school. An interest in sport or pastoral work would be a strong recommendation. Excellent conditions of service and the possibility of free accommodation on our beautiful Thames' side estate.

Applications, in writing, to the Headmaster, Carmel College, Wallingford, Oxon, OX10 8BT, giving the names of two referees.

CHANNEL ISLANDS
THE LADIES' COLLEGE,
Guernsey
(Independent Direct Grant Day School)

Required for SEPTEMBER 1980—MATHEMATICS SPECIALIST to take charge of Department of three.

Applicants should be conversant with Modern and Traditional Mathematics and with current developments and issues in their field. An ability to assist in other areas of school life e.g. [illegible] would be welcome.

Burnham Scale 3 (with possibility of Scale 4 for suitable applicant) English Superannuation. Island Income Tax 20p in the pound.

Please apply to the Principal as soon as possible including curriculum vitae and names, addresses and telephone numbers of at least two referees.

LONDON, N.W.3

Scale 2 HEAD of MATHEMATICS required September, 1980. Girls' Independent Preparatory School in Hampstead.

Salary Burnham Scale plus London Weighting.

Apply enclosing curriculum vitae, two testimonials and names of two referees. Box TES 3697, The Times, WC1X 8EZ.

PETERBOROUGH
OUNDLE SCHOOL

Applications are invited for a HEAD of MATHEMATICS, with effect from September, 1980. M.E.I. Courses are taught in this large and successful Department of 12.

About 60 per cent of all boys take Additional as well as Elementary Mathematics at "O" level; some 70 boys each year take "A" level Mathematics, and some 20 are prepared for Oxford and Cambridge Entrance Examinations.

The Department also possesses full computer back-up.

Applications, together with the names of two referees, should be sent to the Headmaster, Oundle School, Peterborough PE8 4EN, by February 29th.

WOLVERHAMPTON
WOLVERHAMPTON GRAMMAR SCHOOL
Compton Road
Independent since September, 1979. Burnham. 610 Boys

HEAD of the MATHEMATICS DEPARTMENT (Scale 4) required for September, 1980. To take over a department of five full-time mathematicians and to teach the subject to Oxford and Cambridge Award level. Further particulars of the post are available from the School (Wolverhampton 24293).

Letters of application with curriculum vitae (no forms) to the Head Master.

WORCESTERSHIRE
ELLERSLIE SCHOOL
Malvern
(Independent boarding and day school for about 280 girls)

Required for September, HEAD of MATHEMATICS, prepared to organize and share in the teaching of modern and traditional mathematics throughout the school, including C.S.E. and G.C.E. "O" and "A" levels work. Burnham Scale according to qualifications and experience.

Applications to the Headmistress with curriculum vitae and names of two referees as soon as possible.

Other Assistants

BEDFORD
BEDFORD MODERN SCHOOL
H.M.C. Independent ex D.G. 1,200 boys, 270 in Sixth Form

Required for September, 1980, a GRADUATE MATHEMATICIAN to teach throughout the school, including the Sixth Form. Approximately 200 students are studying Mathematics in the Sixth Form, on A level courses, and some are prepared each year for Oxford and Cambridge entrance. The syllabus is a traditional one.

Help with extra-curricular activities and games would be welcome, but candidates are asked to state their own interests. Removal expenses are paid. Private medical insurance scheme. Salary negotiable on Burnham, but likely to be on Scale 1 or II in the first instance.

Applications (no forms) in writing to the Headmaster, Manton Lane, Bedford, giving names of two referees.

BERKSHIRE
MAIDENHEAD COLLEGE
(R.C. independent day school for girls)
1 College Avenue, Maidenhead
(Roll 400)

For September, 1980, a qualified graduate TEACHER of MATHEMATICS is needed to teach to "O" and "A" levels. Small classes; good discipline. Burnham Scale; government superannuation.

Apply, with names of referees, to the Headmistress.

BERKSHIRE
PRESENTATION COLLEGE
63 Bath Road, Reading
Independent Roman Catholic Day Grammar School
550 boys

TEACHER of MATHEMATICS required for September, 1980: 50 Sixth-Formers taking "A" level Mathematics.

Post could be offered to a specialist Mathematics teacher to include some "A" level teaching or to a teacher of S.M.P. Mathematics in lower and middle forms combined with suitable subsidiary subject or some responsibility for games.

Burnham Scale according to experience.

Application, with curriculum vitae and the names of two referees, to the Headmaster.

CAMBRIDGESHIRE
KIMBOLTON SCHOOL
(H.M.C., ex Direct Grant, Co-educational, PSYB, page 157)

Required for September, 1980, GRADUATE to teach MATHS with possibly some Physics. Ability to coach soccer and cricket an advantage. Kimbolton Salary Scale.

Apply with full tabulated statement of career and qualifications and names of two referees to the Headmaster, Kimbolton School, Kimbolton, Huntingdon, Cambridgeshire PE18 0EA.

CARDIFF
HOWELL'S SCHOOL
Llandaff

550 girls, 11-18, independent, three form entry, large sixth form.
Required in September, 1980: HONOURS GRADUATE in MATHEMATICS to share in the teaching of the subject throughout the school including "A" and "S" levels. The ability to teach either Applied Mathematics or Statistics for "A" level is essential. An interest in Computing would be a strong recommendation. Mathematics is a strong subject with an average of 25 students in each of the sixth form years. A Scale 2 post is available for a suitably qualified and experienced teacher.

Apply in writing to the Headmistress (no forms) giving full curriculum vitae, any recent testimonials and the names and addresses of two referees.

GLOUCESTERSHIRE
WYCLIFFE COLLEGE,
[illegible]

Required for September 1980, a well qualified GRADUATE to teach MATHEMATICS [illegible] Computing.

Apply with curriculum vitae and names, addresses and telephone numbers of two referees to the Headmaster, Wycliffe College, Stonehouse, Gloucestershire, Tel. Stonehouse [illegible]

GLOUCESTERSHIRE
WYCLIFFE COLLEGE
(H.M.C. Gloucestershire)

Required for September, 1980, a well-qualified GRADUATE to teach PHYSICS throughout the school including University scholarship work.

Readiness to teach some Mathematics would be an added recommendation.

Extra-curricular scope includes Scouting, senior Cricket and Computing.

Apply with curriculum vitae and names and addresses and telephone numbers of two referees to The Headmaster, Wycliffe College, Stonehouse, Gloucestershire. Tel.: Stonehouse [illegible]

ISLE OF MAN
BUCHAN SCHOOL FOR GIRLS

Required for September, 1980 — qualified TEACHER to teach MATHEMATICS throughout the five years leading to "O" level. The London Syllabus B (a traditional/modern mixture) is now being taught throughout the school. There would be a possibility of some Sixth Form work for a suitably qualified candidate. The ability to undertake some Middle School General Science or Physics would be an advantage.

A young newly qualified lady could be offered free board and lodging during term time in exchange for some duties within the Boarding House.

The post is Burnham Scale 1.

Apply to the Principal by letter as soon as possible, giving full curriculum vitae and the names and addresses and telephone numbers of two referees.

LONDON NW1
THE INTERNATIONAL SCHOOL OF LONDON
Crowndale Road

Requires for April 1980, a TEACHER of MATHEMATICS to G.C.E. "O" and International Baccalaureate Higher Level.

Apply in writing, giving two referees, please, to the Headmaster at the above address.

LONDON, SW15
PUTNEY HIGH SCHOOL
G.P.D.S.T.
35 Putney Hill, SW15 6BH
(Direct Grant School becoming Independent, 700 girls)

Wanted September, good Honours GRADUATE to share in the teaching of MATHEMATICS throughout the school to the standard of Oxford and Cambridge entrance examinations. M.E.I. "O" and "A" level syllabuses.

Please apply by letter giving names of referees and enclosing testimonials, to the Headmistress.

LONDON
THE SPANISH BI-LINGUAL SCHOOL
Cañada Blanch, 151 Charlton Road, London, SE7 7EZ.

Has the following vacancy to commence immediately:
Part-time TEACHER for "O" level MATHEMATICS. Ability to communicate in Spanish will be taken into consideration.

Please contact the Education Office, Spanish Embassy, 102, Earl's Court Road, London, W8 6QH. (Tel.: 01-937 0394/5 from 9 to 1 p.m.).

LONDON
LATYMER UPPER SCHOOL
King Street, London W6 9LR
(Direct Grant, going Independent, HMC. 1100 boys)

Wanted for September a GRADUATE to teach MATHEMATICS to SOS Ordinary and Advanced Levels.

Salary London Burnham on scale appropriate to experience.

Bachelor accommodation might be available during term time.

Applications, together with full curriculum vitae and names of two referees to The Headmaster, Latymer Upper School, King Street, London W6 9LR.

MIDDLESEX
THE PURCELL SCHOOL

TEACHER required in September, 1980 to take charge of MATHEMATICS throughout the school to A level. The Purcell School is a co-educational day school of 135 pupils, with special emphasis on music. Salary (Burnham) according to qualifications and experience.

Please apply, including the names of two referees and a curriculum vitae, to The Principal, The Purcell School, Mount Park Road, Harrow on the Hill, Middlesex.

NORTHAMPTON
NORTHAMPTON HIGH SCHOOL FOR GIRLS
formerly Direct Grant
(500 girls—Sixth Form 100)

Required for September, a well-qualified MATHEMATICIAN to share in the teaching of the subject throughout the school up to S.M.P. Advanced level.

Scale 1 or 2 according to qualifications and experience.

Apply, sending curriculum vitae and names of referees, to the Headmistress, The High School, Derngate, Northampton, NN1 1UN.

NORTH YORKSHIRE
Required for September 1980, TEACHER of MATHEMATICS to Advanced level.

Considerable opportunities for specialised work in Sixth Form, including Computing.

Ability to coach games would be an advantage.

Applications with curriculum vitae and the names of two referees, to The Headmaster, Ampleforth College, York, YO6 4ER.

SHEFFIELD
HIGH SCHOOL FOR GIRLS
Girls' Public Day School Trust
10 Rutland Park, Sheffield S10 2PE
Direct Grant, going Independent
Upper School (461 girls)

Required in September, 1980, a young Honours GRADUATE to teach MATHEMATICS to Scholarship level. Interest in Computer Studies welcome.

Scale 1 or 2 (dependent on experience).

Applications to the Headmistress with curriculum vitae, names of referees (foolscap S.A.E. please).

SHEFFIELD
MOUNT ST MARY'S COLLEGE
Public School (H.M.C.)
SENIOR MATHEMATICS TEACHER.

Required September 1980.
Good honours GRADUATE required to teach SMP MATHEMATICS to Scholarship level. A suitable candidate would shortly be appointed Head of Department. Interest in extra curricular activities a recommendation.

Applications together with curriculum vitae and names of two referees to: The Headmaster, Mount St Mary's College, Spinkhill, via Sheffield S31 9YL, by February 29th.

SURREY
[illegible]
[illegible] boys, [illegible] boarders, [illegible] day boys, Sixth Form of 280, including [illegible]

Required for September, 1980 — Well-qualified GRADUATE to teach MATHEMATICS throughout the school up to "A" level. Experience not essential. Accommodation available. Own salary scale. Interest in games and other activities an advantage.

Please apply with full curriculum vitae and names of two referees to Headmaster, Epsom College, Epsom, Surrey.

SUSSEX
HURSTPIERPOINT COLLEGE

MATHEMATICIAN required for September, 1980.

Mathematics teaching at all levels with particular responsibility for developing Computer Studies.

Games an asset.

Accommodation available.

Apply with names of two referees to the Headmaster, Hurstpierpoint College, Hassocks, West Sussex, BN6 9JS.

SUSSEX
BUSH DAVIES SCHOOL
Charters Towers, East Grinstead
(Dormans Park 227)

This expanding school of dance and theatre arts, offering full secondary education to "O" and "A" levels, requires for September, a young graduate TEACHER for MATHEMATICS, capable of teaching at C.S.E., "O" and possibly "A" levels. The subject is setted and groups are of rarely more than 16 pupils.

The post could be resident.

Burnham Scale; government superannuation.

Applications, with curriculum vitae, qualifications, subsidiary subjects and names of two referees, to Academic Head by March 1.

SUSSEX
Full-time TEACHER of MATHEMATICS required for Independent Girls' Boarding School. "O" Level and C.S.E. Some "A" level work for suitable candidate.

Apply with testimonials and names of referees to The Principal, Southover Manor School, Lewes, Sussex.

WARWICKSHIRE
RUGBY SCHOOL

There will be a vacancy in September 1980 for a GRADUATE to teach MATHEMATICS up to University Scholarship level. Single or married accommodation available.

Applicants should write, including curriculum vitae and likely contributions to out of school activities, together with the names of two referees, to The Headmaster, Rugby School, Rugby, Warwickshire.

Modern Languages

Heads of Department

BERKSHIRE
THE LICENSED VICTUALLERS' SCHOOL
Slough, Berkshire SL1 1XP
Tel.: Slough (Office 22958), (Staff Room 23781)
Headmaster's Secretary: Slough 71623

A HEAD of GERMAN DEPARTMENT required in September, 1980, to be responsible for teaching the subject at all levels (seven to 18) of a co-educational school. Other teachers of German on staff but the person appointed will be responsible for the planning of courses.

The ability to teach French or Spanish would be useful but not essential.

Salary on Burnham Scale 3 and it is possible that free accommodation could be offered in return for assistance with the boarding community.

Applications, including curriculum vitae and two referees, to Headmaster, Licensed Victuallers' School, Slough, Berks.

CLWYD
LOWTHER COLLEGE
Bodelwyddan Castle, Rhyl, North Wales
(Co-educational)

Required in September, 1980, experienced Honours GRADUATE as HEAD OF FRENCH DEPARTMENT. The teaching is shared but the person appointed will be responsible for the subject and must be willing to teach through the school to University entrance.

This is a Scale 3 post.

A desire to involve oneself in the life of a boarding school will be a distinct advantage.

Applications, with full curriculum vitae, and the names and addresses of two referees should be sent to the Headmaster.

Other Assistants

AVON
SIDCOT SCHOOL
Winscombe, Avon
Quaker Co-educational Boarding School, 300 pupils, 11-18

Required for September, a GRADUATE TEACHER of FRENCH to share in the work of a lively and well equipped department up to "O" and "A" level. A second language and interest in extra-curricular activities are welcome. Accommodation available for single or married person. Burnham Scale 1.

Application forms and further details available from the Headmaster.

BERKSHIRE
CROOKHAM COURT SCHOOL
Thatcham, Newbury, Berkshire
Senior Boys' Boarding/Day School

Required for April 1980, a TEACHER of FRENCH to G.C.E./C.S.E. level. Resident post. Assistance with games an advantage.

Burnham Scale 1.

Please send curriculum vitae including second subject offered as soon as possible.

BERKSHIRE
ETON COLLEGE

Required for September, 1980, temporary for one term a GRADUATE to teach FRENCH to Scholarship level (preferably with some German). Accommodation provided.

Applications, together with names of two referees, to the Head Master, Eton College, Windsor, Berkshire, from whom further details may be obtained.

CAMBRIDGESHIRE
THE KING'S SCHOOL
Ely.

Required for September, 1980, a MASTER or MISTRESS to teach FRENCH to GCE "O" and "A" level and Latin to GCE "O" level.

Position suitable for a well qualified first appointment.

Salary in accordance with Ely Salary Scale.

Applicants giving names and addresses of two referees, to be addressed to the Headmaster from whom further particulars are available.

CAMBRIDGESHIRE
KIMBOLTON SCHOOL
(H.M.C. ex-Direct Grant, Co-educational, PSYB Page 157)

Required for September, 1980, GRADUATE to teach FRENCH at all levels up to and including University Entrance.

Willingness and ability to help with Games and extra-curricular activities will be an advantage. Kimbolton Salary Scale.

Apply with full tabulated statement of career and qualifications and names of two referees to the Headmaster, Kimbolton School, Kimbolton, Huntingdon, Cambridgeshire, PE18 0EA.

CROYDON
OLD PALACE SCHOOL
(Direct Grant Independent: 700 girls; 140 sixth form)

Required in September, 1980, an Honours GRADUATE to teach FRENCH throughout the school to "A" level and University Entrance.

Applications, with the names of two referees and curriculum vitae, should be sent as soon as possible to the Headmistress, Old Palace School, Old Palace Road, Croydon CR0 1AX.

GLOUCESTERSHIRE
CHELTENHAM LADIES' COLLEGE

Requires in September, 1980, Honours GRADUATE able to teach FRENCH and GERMAN to G.C.E. Advanced level and Scholarship level.

An enthusiastic beginner with teacher training qualifications would be considered. Burnham Scale.

Apply to the Principal, Cheltenham Ladies' College, Bayshill Road, Cheltenham, giving the names and addresses of two referees.

HERTFORDSHIRE
CHRIST'S HOSPITAL GIRLS' SCHOOL
Fore Street, Hertford, Herts SG14 1AY

A vacancy will exist in August, 1980, in the Modern Languages Department for a well-qualified GRADUATE to teach either FRENCH to all levels, with some GERMAN or GERMAN to all levels, with some FRENCH.

Applications, together with curriculum vitae and names, addresses and telephone numbers of two referees, to the Headmistress.

KENT
BENENDEN SCHOOL
Cranbrook
(Independent; 340 girls; 11 to 18)

Required, temporarily, in April, with the possibility of a permanent appointment, a GRADUATE to share the teaching of FRENCH and GERMAN throughout the school to University Entrance level. Burnham Scale and government superannuation. Non-resident, but accommodation may be provided.

Apply with testimonials and names of referees to the Headmistress.

KENT
Required for September, 1980, qualified TEACHER for FRENCH. Courses leading to "O" level and C.S.E. Small classes and groups. Burnham Scale. Government Superannuation.

Apply in writing, with curriculum vitae and names and addresses of two referees, to the Headmaster, Foxbush School, Tonbridge Road, Hildenborough, Tonbridge, Kent.

LONDON
BANCROFT'S SCHOOL,
Woodford Green, Essex.
Independent, Co-educational.
700 pupils H.M.C.

Required September FRENCH SPECIALIST.

A considerable amount of 6th Form teaching is involved, especially in literature and thought.

It is hoped that the successful candidate will play an active part in games or other out of school activities.

Salary Burnham Scale 1, with Outer London Allowance.

Applications (no forms) to Headmaster with curriculum vitae and names of two referees.

MIDDLESEX
HAMPTON SCHOOL
H.M.C., Day, 11 to 18
850 boys; 240 in Sixth Form

Required for September, 1980, a GRADUATE to teach FRENCH and GERMAN throughout the school. Scale 2 or 3 post available for experienced candidate.

Salary—Burnham plus Middle London Allowance and Hampton allowance.

Apply with full details and names of two referees to the Headmaster, Hampton School, Hanworth Road, Hampton, Middlesex TW12 3HD.

OXFORDSHIRE
OXFORD HIGH SCHOOL
G.P.D.S.T.
(Direct Grant reverting to Independent)
Belbroughton Road
Oxford OX2 6XA

Required for September, 1980, a MODERN LANGUAGES TEACHER to share in the teaching of French and Spanish throughout the school.

Please write to the Headmistress, giving curriculum vitae and the names and addresses of two referees.

PORTSMOUTH
Required for April or September, 1980, GRADUATE, part-time (approximately 17 periods per week), to share in the teaching of GERMAN throughout the school.

Please apply by letter, enclosing the names and addresses of two referees, to the Head Mistress, Portsmouth High School, G.P.D.S.T., 25 Kent Road, Southsea, Hampshire PO5 3EQ.

SHEFFIELD
HIGH SCHOOL FOR GIRLS
Girls' Public Day School Trust
10 Rutland Park, Sheffield S10 2PE
Direct Grant, going Independent
Upper School (461 girls)

Required in September, 1980, a young Honours GRADUATE to teach FRENCH to Scholarship level.

Burnham Scale 1.

Applications to the Headmistress, with curriculum vitae, names of referees (foolscap S.A.E. please).

SUFFOLK
CULFORD SCHOOL
Bury St. Edmunds

Independent. H.M.C. Coed. 680 pupils 8-18. Boarding and Day.
Required for September an additional member of the MODERN LANGUAGES Department, to teach mainly FRENCH, including some work in the Junior Department with the 10-13 age group.

Salary Burnham plus. Help with residential duties, extra curricula activities required. Accommodation could be available for single staff.

Apply to the Headmaster giving full curriculum vitae and names and telephone numbers of two referees.

SUSSEX
BUSH DAVIES SCHOOL
Charters Towers, East Grinstead
Dormans Park 227

This expanding school of dance and theatre arts offering full secondary education to "O" and "A" levels, requires for September a young GRADUATE TEACHER for FRENCH, throughout the school to C.S.E., "O" and "A" levels. First-class linguist essential. This subject is setted and groups are of rarely more than 16 pupils.

The post could be resident.

Burnham Scale. Government superannuation.

Applications with curriculum vitae, qualifications, subsidiary subjects and names of two referees to Academic Head by March 1st.

INDEPENDENT
Modern Languages continued

WORCESTER
WORCESTER COLLEGE FOR THE BLIND
Whittington Road
Worcester WR5 2JU
Wanted for September, 1980, a TEACHER of FRENCH up to sixth form level with subsidiary German or Latin, at this residential Grammar School for blind boys, aided and administered by the Royal National Institute for the Blind. The post will be Burnham Scale 1 and is very suitable for a young teacher willing to live in the college and undertake residential duties, for which he will be paid appropriate extraneous duties allowance. There will be a charge for board and lodging.

Previous experience with the blind valuable but not essential.

Apply to the Headmaster, giving the names of two referees.

WORCESTERSHIRE
MALVERN GIRLS' COLLEGE
(Independent boarding school for 500 girls)
September, 1980: GRADUATE required in a MODERN LANGUAGES DEPARTMENT of seven to share in the teaching of FRENCH throughout the school to Oxbridge entrance. The post could be Scale 2 or 1 according to qualifications and experience.

Applications to the Headmistress with copies of testimonials, if available, and the names and addresses of two referees.

YORK
ST. PETER'S SCHOOL
(Junior School—St. Olave's)
Preparatory Boarding/Day School of 300 boys aged eight to 13
A suitably qualified TEACHER is required in September, 1980:
(i) to teach mainly FRENCH (nine to 13) and at least one other subject
(ii) to help with the normal duties of the school and to take part in the out-of-school activities. Help with games, e.g. cricket, rugby, squash would be an advantage.

Applications, with the names of two referees, to the Master-in-Charge, St. Olave's School, York YO3 6AB, from whom further details may be obtained.

YORKSHIRE
FULNECK SCHOOL
Pudsey, Yorkshire.
(Moravian School, founded 1752), 425 boys, part boarding.
Required for September, GRADUATE to teach FRENCH to 6th form level.

The post could be residential (Free accommodation in exchange for residential duties).

Salary Burnham Scale 1, Government superannuation.

Applications (no forms) to the Headmaster, Fulneck Boys' School, Pudsey, West Yorkshire LS28 8DT.

YORKSHIRE
(Independent)

GATEWAYS SCHOOL,
Harewood, Leeds LS17 9LE.

Required for September, 1980, a fully trained and certificated HONOURS GRADUATE to teach FRENCH and GERMAN throughout the school to G.C.E. "A" Level standard.

Government Superannuation.

Burnham Scale 2 post available to suitably experienced candidate.

Apply immediately by letter to the Headmistress, giving the names and addresses of two referees and a curriculum vitae.

Music

Heads of Department

WORCESTERSHIRE
ELLERSLIE SCHOOL
Malvern
(Independent Boarding and Day School for about 280 girls)
Required for September: HEAD OF MUSIC in department of four full-time and eight part-time staff. Thriving classwork tradition; popular subject for "O" level; some "A" level work. Wide range of instruments taught; many entries in AB examinations. Two choirs; possibility of combined choral work with local schools; Orchestra; Ensemble groups. Link between Music and school worship in assembly and Sunday services (both formal and informal) of vital importance. Burnham Scale according to qualifications and experience.

Applications to the Headmistress with curriculum vitae and names of two referees as soon as possible.

Other Assistants

BUCKINGHAMSHIRE
WYCOMBE ABBEY SCHOOL
High Wycombe
Required in April, 1980, full or part-time FLUTE TEACHER.

Applications with details of training and experience, testimonials and the names of two referees should be sent to the Headmistress.

DEVON
BLUNDELL'S SCHOOL
requires an ORGANIST-PIANIST for September, 1980. Active music department. Must be a competent and inspiring performer.

Further details from the Director of Music, Blundell's School, Tiverton, Devon.

EXETER
THE MAYNARD SCHOOL
(ex-Direct Grant, 650 girls)
Required in September, 1980. A well qualified MUSIC TEACHER, to have principal responsibility in the Junior Department.

Apply by letter to the Headmistress stating special musical interests and giving the names of two referees

HERTFORDSHIRE
ST. ALBANS HIGH SCHOOL
Townsend Avenue, St. Albans
AL1 3SJ
C. of E. 650 girls 7 to 18
Required for September, 1980, enthusiastic young graduate MUSICIAN to TEACH throughout Senior School to Advanced Level, and top Juniors.

Lively department, 4 choirs, 2 orchestras, chamber group.

Burnham Scale with Government Superannuation and Outer London Fringe Area Allowance.

Applications with full details and names of two referees to Head Mistress.

KENT
BENENDEN SCHOOL
Cranbrook, Kent
(Independent; 340 girls, 12 to 18)
Required for September, 1980, or earlier, well qualified and experienced TEACHER of PIANOFORTE able to teach to Grade VIII standard, for 4½ days weekly.

Please apply with testimonials and names of referees to the Headmistress.

KENT
BENENDEN SCHOOL
Cranbrook.
(Independent: 340 girls 11 to 18).
Required in September, 1980, a versatile MUSICIAN who is an accomplished performer, able to teach to a high standard and keen to help in orchestra work and chamber music. The post includes some classwork.

Burnham Scale and Government Superannuation. Non-resident, but accommodation may be provided.

Apply with testimonials and names of referees to Headmistress.

LIVERPOOL
ST. EDWARD'S COLLEGE
Sandfield Park, Liverpool L12 2AR
(Direct Grant Catholic Boys' Grammar School and Preparatory School)
Applications are invited for the post of: DIRECTOR of MUSIC to take up appointment September, 1980. Salary Burnham Scale. Instrumental/orchestral specialist preferred.

Music plays an important part in school life; purpose built music centre; two orchestras, choir, instrumental groups.

Choristers of Liverpool Metropolitan Cathedral are educated at the school (a member of the Choir Schools' Association). The Master of the Music and the Organist of the Cathedral are members of staff; in addition there are thirteen instrumental tutors.

Apply to the Headmaster by letter with full curriculum vitae and the names of two referees. Interviews will take place during March.

LONDON, SW19
KING'S COLLEGE SCHOOL
Wimbledon, SW19 4TT
Required for September, 1980: an ASSISTANT DIRECTOR of MUSIC in a large and thriving department whose activities cover all aspects of music, both academic and performing, and which occupies a new, purpose-built Music School. The department is responsible for both Senior and Junior Schools (990 boys, aged eight to 18).

A young, well qualified musician is sought who can make a distinctive contribution to the already substantial instrumental and choral activities, share in general class teaching including "O" and "A" level and University Scholarship work, and assist in the administration of the department. Ability to play the organ and an interest in church music or jazz would be advantages.

Salary according to qualifications and experience, but equivalent to not less than Burnham Scale 2½.

Applications, with curriculum vitae and names and addresses of two referees, to the Headmaster, from whom further details of the post can be obtained.

Pastoral

BERKSHIRE
DOUAI SCHOOL
(Roman Catholic-Benedictine)
(310 boys boarding, 11-18 years)
Required for September, 1980:
Young graduate as resident ASSISTANT HOUSEMASTER for the Junior House (48 boys, 11-13).

Teaching opportunities also with boys in the Senior School, especially English or Chemistry. Suitable first appointment.

We would welcome a teacher willing to share his own particular interests in extra-curricular activities such as sport, music or technical and practical hobbies, in a Benedictine School.

Burnham Scales and responsibility allowance.

Apply in writing with curriculum vitae and names of two referees to the Headmaster, Douai School, Upper Woolhampton, Reading, Berks RG7 5TH.

CARMEL COLLEGE

DIRECTOR OF MUSIC

The post of Director of Music will become vacant from September, 1980. Applicants are invited from well qualified musicians to be the Head of a lively and active department. (For details see P.S.Y.B. pages 392/3.)

Accommodation is available.

Applications including curriculum vitae and the names of two referees should be sent to the Headmaster, Carmel College, Wallingford, Oxon, OX10 8BT, by Monday, March 10th.

DORSET
BRYANSTON SCHOOL
Blandford, Dorset DT11 0PX.
H.M.C. Independent Boarding 420 Boys, 140 Girls, 13-18
ASSISTANT HOUSEMOTHER required for Girls' Boarding House. Ability to teach essential. Special consideration will be given to candidates who could teach Chemistry and Physics up to at least "O" level or Latin. Ability to play a full part in helping with girls' Hockey would also be a strong qualification.

Accommodation provided in the Girls' House.

Apply to the Headmaster enclosing curriculum vitae and names of two referees.

GUILDFORD
ST. CATHERINE'S SCHOOL
Bramley
(Church of England Independent Day and Boarding School for 510 girls five to 18 years)
A resident but non-teaching HOUSEMISTRESS required in April for a House of 50 to 60 girls aged 12 to 16.

Flat available.

This is a permanent post for a person with good understanding of adolescent girls, firm but kindly discipline and some administrative ability. Similar experience very desirable.

Apply in writing to the Headmistress with curriculum vitae and names of two referees.

HERTFORDSHIRE
THE ROYAL MASONIC FOR GIRLS,
Rickmansworth, WD3 4HF
HOUSE MISTRESS (with some teaching) required for September, to take charge of a boarding house of about 40 girls. Age range 10 plus to 18 years. Applicants should be qualified Teachers with some years' experience. Single accommodation offered.

Apply, stating teaching subject offered, giving detailed curriculum vitae and names of two referees to the Head Mistress.

HERTFORDSHIRE
ASSISTANT HOUSEMISTRESS.
There will be a vacancy at the end of March, 1980, for a responsible person. Fifty senior girls. Furnished flat available. School experience desirable; no nursing qualification required.

Apply in writing to the Housemistress, Senior Girls' Boarding House, St. George's School, Harpenden, Herts.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ASHFORD DIVISION
HIGHWORTH SCHOOL FOR GIRLS
Quantock Drive, Ashford, Kent
Required April, 1980, RESIDENT HOUSEMISTRESS to be responsible for small boarding house (maximum 26 girls) required to take up duties for the summer term which begins on 21st April, 1980. Residence is provided in the House which is attached to a selective, maintained school for 600 girls aged 13 to 18 years.

Please apply to the Headmistress at the school enclosing copies of recent testimonials and/or names and addresses of referees.

LAKE DISTRICT
ST. ANNE'S SCHOOL FOR GIRLS
Windermere
Independent Girls' Public Boarding School of 400
Member of the G.B.G.S.A.
Post of MATRON for Senior School
MATRON required for April, 1980, for Middle Boarding House.

Previous experience helpful but not essential.

Resident post. Own accommodation.

Full pay during holidays. Salary according to experience and training. Pension scheme if required.

Apply in writing, giving name and address of two referees, to:
The Headmaster, St. Anne's School, Browhead, Windermere, Cumbria LA23 1NW.

LEICESTER
INDEPENDENT RATCLIFFE COLLEGE
Syston, Leicester
(Boys' Roman Catholic Boarding School; H.M.C.; total roll 380 150 in Sixth Form including 30 girls)
Required for September HOUSEMISTRESS (Roman Catholic) for boarding house of 30 Sixth Form girls. Residential post. Some teaching required—applicant to specify subject. Salary Burnham Scale 3.

Applicants send curriculum vitae with names and addresses of two referees to Headmaster, Ratcliffe College, Syston, Leicester, who can also supply further details.

OXFORD
RYE ST. ANTONY SCHOOL
Catholic Boarding and Day School for Girls, 285 girls 9-18
Required in September, SIXTH FORM HOUSEMISTRESS to take charge of Boarding House for about 40 girls. Successful applicant must have experience of this age group and be able to organize the girls and take responsibility for them. This post is to be combined with some secretarial and/or library duties. R.C. preferred. Salary by arrangement.

Apply with curriculum vitae and two testimonials or names of two referees to the Headmistress, Rye St. Antony School, Pullen's Lane, Headington Hill, Oxford, OX3 0BY.

SUSSEX
WADHURST COLLEGE
Wadhurst, Sussex
(Boarding school for girls, nine to 18; five boarding houses)
Required for September, a RESIDENT HOUSEMISTRESS. This is a key post requiring dedication and a sense of vocation. It involves pastoral care and supervision of approximately 46 girls. We need a practising Christian with firm but kindly discipline, prepared to be concerned for individual girls and someone with initiative and wide interests. Some teaching possible. Good accommodation.

Burnham Scale salary according to experience and qualifications.

Please write to the Headmistress with curriculum vitae and the names and addresses of two referees.

SUSSEX

LTC LADIES' COLLEGE OF ENGLISH AND SECRETARIAL STUDIES

Compton Place Road
Compton Park
Eastbourne

Required in April, HOUSE MISTRESS for boarding school of over 100 foreign girls aged 16 to 21.

Apply in writing to the Headmistress, stating age, qualifications, and experience, teaching subjects if any, and names and addresses of two referees.

WEST SUSSEX
S. MICHAEL'S BURTON PARK
Petworth, West Sussex
(Independent Board School for 260 girls, under the Woodard Corporation)
Wanted in September, HOUSEMISTRESS, part-time teaching.

Burnham Scale 1 with Government Superannuation.

Please apply stating subjects offered, to the Headmistress.

WILTSHIRE
GODOLPHIN SCHOOL
Salisbury
Required in April, resident HOUSEMISTRESS, teaching or non-teaching, for one of four boarding houses (50 girls, aged 11 to 18). Communicant member of the Church of England. Experience desirable but not essential; mature applicant required.

Burnham Scale 1, if teaching, otherwise according to experience and qualifications. Excellent accommodation for single person.

Please write, giving full details, including references, to the Headmistress.

SEE PAGE 53
FOR FURTHER ADVERTS.

Physical Education

Heads of Department

NORTH YORKSHIRE
PHYSICAL EDUCATION
Required for September, 1980, DIRECTOR OF SPORTS CENTRE. Co-ordination school and local use, unusual hours, extensive use in school holidays.

Games coaching essential. P.E. qualifications an advantage.

Holidays and salary (Burnham based) by arrangement.

Applications with curriculum vitae and the names of two referees to The Headmaster, Ampleforth College, York YO6 4ER.

Other Assistants

BRISTOL
BRISTOL GRAMMAR SCHOOL
Independent ex Direct Grant
960 boys, 40 girls in Sixth Form. Some girls will be entering at age 11 in 1980.
PHYSICAL EDUCATION
Required in September an ASSISTANT PHYSICAL EDUCATION and GAMES TEACHER with primary responsibility for the School's first intake of girls aged 11-plus in September, and for girls in the Sixth Form.

Subsidiary subject Geography preferred for which there will be considerable opportunity for teaching up to "O" Level if qualified. Other subsidiary subjects especially Mathematics considered.

Salary Burnham Scale 1.

For further details on request with S.A.E. from the Headmaster to whom application should be made together with curriculum vitae and details of three referees. The Headmaster, Bristol Grammar School, University Road, Bristol, BS8 1SR. Telephone Bristol 36006.

DORSET
SHERBORNE SCHOOL FOR GIRLS
Dorset
There will be a vacancy in September, 1980, for an ASSISTANT in the PHYSICAL EDUCATION Department with special interest in Squash and Hockey.

The post offers a wide scope of other activities too.
Non-resident.

Apply in writing to the Headmistress.

HAMPSHIRE
CHURCHER'S COLLEGE
(Independent; P.S.Y.B.)
Petersfield, Hampshire GU31 4AS
Telephone 3033
PHYSICAL EDUCATION (Scale 1)
Required for September, a MASTER to assist with PHYSICAL EDUCATION and COACHING. (Rugby, hockey and cricket are the major games. The playing fields adjoin the school.) The post is resident with free accommodation, and full board in term time in exchange for duties on the boarding side.

Applications (first appointments considered) to the Headmaster.

LEEDS
LEEDS GRAMMAR SCHOOL
Moorland Road, Leeds LS6 1AN
Tel.: 0532 33417
(H.M.C.: Direct Grant/Independent)
(1,100 boys 10 to 19 in Senior School, 280 in Sixth Form; 150 boys 8 to 10 in Junior School)
Required for September, 1980, a well qualified PHYSICAL EDUCATION SPECIALIST to teach PHYSICAL EDUCATION and a wide range of games in both Senior and Junior Schools. Ability to coach athletics is essential. Salary Burnham Scale, according to qualifications and experience.

Written applications, together with full curriculum vitae and names and telephone numbers of two referees, should be sent to the Headmaster as soon as possible. Previous applicants for this post in January, 1980, need not reapply.

LONDON, W.13
NOTTING HILL AND EALING HIGH SCHOOL
Girls' Public Day School Trust.
2 Cleveland Road, Ealing, London, W13 8AX
Required for September, 1980 PHYSICAL EDUCATION SPECIALIST to share in the teaching throughout the school of Gymnastics, Hockey, Netball, Tennis, Swimming and Badminton, and also preferably to take classes in Dance.

Applications, together with curriculum vitae and names of two referees to be sent as soon as possible to Head Mistress at the school.

Burnham Scale with "Inner" London allowance.

NORTH YORKSHIRE
PHYSICAL EDUCATION
Required for September, 1980, GRADUATE with PHYSICAL EDUCATION qualification. Limited Physical Education programme, games coaching, some classroom work.

The school has its own salary scale related to Burnham.

Applications, with curriculum vitae and the names of two referees, to the Headmaster, Ampleforth College, York YO6 4ER.

READING
THE ABBEY SCHOOL
(Direct Grant/Independent)
Required in September, 1980, PHYSICAL EDUCATION SPECIALIST to share in the work throughout the school.

Please apply to the Headmistress.

Religious Education

Heads of Department

BLACKPOOL
ELMSLIE GIRLS' SCHOOL
Whitegate Drive, Blackpool
FY3 9HL
Independent Church of England Grammar School, 520 girls, 11-18.
Required for September GRADUATE and CLERK in Holy Orders to be CHAPLAIN and HEAD of DIVINITY, sharing the teaching of the subject throughout the school to Advanced level and University Entrance standard.

Salary is Burnham; Scale according to experience.

Applications with full details of qualifications and experience and the names of two referees, to the Head Mistress from whom further particulars may be obtained.

Other Assistants

BERKSHIRE
HEATHFIELD SCHOOL
Ascot
Applications are invited for the post of GRADUATE CHAPLAIN to take office in mid-April or September 1. To combine Chaplain's duties with a teaching programme of Divinity and one other subject, Classics preferred. High Church tradition. Burnham Scale and Government Superannuation. Modern bungalow with attractive garden in grounds.

Applications in writing together with curriculum vitae and names and addresses of two referees, to the Chairman of the Council, c/o the Headmistress at the school.

BUCKINGHAMSHIRE
WYCOMBE ABBEY SCHOOL
High Wycombe
Required in September, 1980, HEAD of RELIGIOUS EDUCATION.

Non-resident post. Salary according to Burnham Scale 3.

Apply to the Headmistress, with testimonials.

SEE PAGE 53
FOR FURTHER ADVERTS.

Science

Heads of Department

LONDON
EMANUEL SCHOOL
(Independent; 720 boys aged 11 to 18)
The Head of the Science Department will retire in August 1980 and applications are invited for the HEADSHIP of the PHYSICS DEPARTMENT which falls vacant as a consequence in September.

For many years Science has been an important part of the school's curriculum, and Physics is a compulsory subject for all boys to Ordinary level G.C.E.

Burnham Scale; London Weighting.

Applications with a curriculum vitae should be sent to the Headmaster, Emanuel School, Battersea Rise, London, SW11 1HS, with the names of two persons to whom reference may be made.

NORTH YORKSHIRE
AMPLEFORTH COLLEGE
Required for September, 1980, HEAD of SCIENCE, who would also teach Physics to "Oxbridge" Entry level. Team of 14 scientists. Responsibility, in collaboration with heads of separate science departments, for curriculum development and overall administration.

Applications, with curriculum vitae and the names of two referees, to The Headmaster, Ampleforth College, York YO6 4ER.

SUSSEX
HEAD of PHYSICS
wanted at EASTBOURNE COLLEGE for September. Nuffield Physics in Sixth Form.

For further details write to The Headmaster, Eastbourne College, Eastbourne, Sussex BN21 4JX.

Other Assistants

AVON COUNTY
MONKTON COMBE SCHOOL
Bath, Avon
Required September 1980, young GRADUATE to teach BIOLOGY to "A"/"S" level and at least one other subject.

Willingness to coach games, particularly Cricket or Rowing, desirable.

Commitment to boarding school life essential.

Own salary scale. Accommodation available.

Applications with names of two referees to and details from the Head Master.

BERKSHIRE
DOUAI SCHOOL
(Roman Catholic—Benedictine)
(310 Boys, Boarding, 11 to 18 years).
Required for September, 1980, young graduate as Assistant TEACHER of CHEMISTRY in spacious new well-equipped Science Laboratories. Advanced level work available for suitable applicant.

Non-resident post, but might be suitable for applicant for resident Assistant Housemaster for Junior House (48 boys, 11 to 13 years). Suitable first appointment.

We would welcome a teacher willing to share his own particular interests in extra-curricular activities such as sport, music, or practical scientific hobbies (electronics, computing, amateur radio) in a Benedictine School.

Burnham Scales and non-resident/responsibility allowance.

Apply in writing with curriculum vitae and names of two referees to the Headmaster, Douai School, Upper Woolhampton, Reading, Berks. RG7 5TH.

BERKSHIRE
THE LICENSED VICTUALLERS' SCHOOL
Slough, Berkshire, SL1 1XP
TEACHER required in September 1980 to share teaching of CHEMISTRY at all levels in senior department (11-18) in co-educational school. Salary on Burnham Scale.

Possible that free accommodation could be offered in return for assistance with boarding community.

Applications including C.V. and two referees to Headmaster, Licensed Victuallers' School, Slough, Berks.

BERKSHIRE
THE LICENSED VICTUALLERS' SCHOOL
Slough, Berkshire, SL1 1XP
TEACHER required in September 1980 or earlier, if available, to share teaching of BIOLOGY at all levels in senior department (11 to 18) in co-educational school.

Salary on Burnham Scale. Possible that free accommodation could be offered in return for assistance with boarding community.

Applications including curriculum vitae and two referees to Headmaster, Licensed Victuallers' School, Slough, Berks.

BERKSHIRE
ETON COLLEGE
Required for April 1980, temporary for one term only, a Graduate to TEACH PHYSICS to "A" level.

Accommodation provided.

Apply, sending curriculum vitae and names of two referees, to the Headmaster, Eton College, Windsor, Berkshire, from whom further details may be obtained.

BERKSHIRE
PRESENTATION COLLEGE
63 Bath Road, Reading, Berks
Independent Roman Catholic Day Grammar School, 820 Boys
TEACHER of PHYSICS required for September, 1980.

Some "A" Level work available for suitable applicant. 40 Sixth Formers taking "A" level Physics. Burnham Scale according to experience.

Application with curriculum vitae and the names of two referees to the Headmaster.

BRADFORD
BRADFORD GRAMMAR SCHOOL
Keighley Road, Bradford BD9 4JP
There will be a vacancy in April or September for a well-qualified TEACHER of CHEMISTRY capable of teaching at all levels up to and including "A" level. Assistance with out-of-school activities, particularly rowing, would be an advantage. It is possible that a temporary appointment may be made for the summer term.

Letters of application and curriculum vitae, together with the names of two referees, should be sent to the Headmaster as soon as possible.

BRISTOL
THE RED MAIDS' SCHOOL
Westbury-on-Trym, Bristol, BS9 3AW.
Required for September, GRADUATE to teach BIOLOGY throughout the School to "A" level and University Scholarship Standard, together with a little junior General Science.

Applications together with curriculum vitae, names of two referees and testimonials to the Headmistress.

BRISTOL
BRISTOL GRAMMAR SCHOOL
Independent ex-Direct Grant
(960 boys, 40 girls in Sixth Form. Some girls will be entering at age 11 in 1980)
SCIENCE, PHYSICS and MATHEMATICS
Required for September, 1980, a GRADUATE to teach PHYSICS throughout the school up to "A" level. Ability to teach Mathematics up to "O" level would be required.

Help with out of class activities e.g. games, C.C.F. clubs and societies welcomed.

Salary: Burnham Scale 1 or 2 according to qualifications and experience.

For further details on request with S.A.E. from the Headmaster to whom application should be made together with curriculum vitae and details of three referees.

The Headmaster, Bristol Grammar School, University Road, Bristol, BS8 1SR. Telephone: Bristol 36006.

BUCKINGHAM
STOWE SCHOOL
GRADUATE required in September, 1980, to teach PHYSICS at all levels (13 to 18). (A part-time appointment could be considered).

Applications, with full curriculum vitae and the names and addresses of two referees, should be sent to The Headmaster, Stowe School, Buckingham, MK18 5EH.

CAMBRIDGESHIRE
KIMBOLTON SCHOOL
(H.M.C. ex Direct Grant, Co-educational, P.S.Y.B. page 181)
Required for September, 1980, GRADUATE to teach PHYSICS with some Mathematics. Ability to coach Soccer and Cricket an advantage. Kimbolton Salary Scale.

Apply with full tabulated statement of career and qualifications and names of two referees to the Headmaster, Kimbolton School, Kimbolton, Huntingdon, Cambridgeshire PE18 0EA.

CHESHIRE
NORTH CESTRIAN GRAMMAR SCHOOL
Altrincham
(400 boys aged 11-18)
PHYSICS GRADUATE required for September, second in Department, to teach physics throughout the School including the Sixth Form. Salary above Burnham Scale. Actual scale will depend on qualifications and experience. Service conditions and superannuation as in Maintained Schools.

Application forms and particulars are available from the Headmaster.

DERBYSHIRE
NORMANTON SCHOOL
Buxton
(Registered Independent Boys' Boarding School).
11-18 years
Required:
a) TEACHER for JUNIOR MATHEMATICS with JUNIOR GENERAL SCIENCE. Residential, with responsibility for Junior House. Suitable for husband/wife team. Scale 2 plus residential emoluments.
b) SENIOR BIOLOGY to "A" level. Residential with responsibility for Junior House. Suitable for husband/wife team. Scale 2 plus residential emoluments.

Application form and details from School Secretary. (0298) [illegible].

DORSET
BRYANSTON SCHOOL
Blandford, Dorset DT11 0PX
(H.M.C. Independent Board; 400 boys, 140 girls; 13 to 18)
A TEACHER of PHYSICS and CHEMISTRY is required for September. Plenty of "A" level work is available in both subjects but specialists seeking "A" level work in one of the subjects are also welcome to apply provided they are willing to teach some "O" level work in the other subject.

Accommodation available for single woman (with duties of assistant housemother), a single man or a family.

Apply to the Headmaster enclosing curriculum vitae and names of two referees.

GLOUCESTERSHIRE
WYCLIFFE COLLEGE
(H.M.C.)
Required for September 1980 to teach well-qualified GRADUATE to teach PHYSICS throughout the school including university scholarship work. Readiness to teach some Mathematics would be an added recommendation. Extra-curricular scope includes Scouting, Sailing, Cricket and Computing.

Apply with curriculum vitae and names and addresses and telephone numbers of two referees to: The Headmaster, Wycliffe College, Stonehouse, Glos. Tel. Stonehouse 2432.

GWENT
MONMOUTH SCHOOL
Monmouth, Gwent.
(HMC, Direct Grant reverting to Independence, 520 boys, day and boarding, 11 to 18).
Required for September, 1980, a BIOLOGIST to teach the subject at all levels, preferably including Scholarship work. Willingness to take part in extra-curricular activities a strong advantage.

Own salary scale.

Further details available from the Headmaster, to whom applications including full curriculum vitae should be sent before the end of February.

INDEPENDENT
Science continued

HERTFORDSHIRE
QUEENSWOOD SCHOOL
Shepherds Way, Brookmans Park
Hatfield
Required for September 1980, part time TEACHER of PHYSICS and CHEMISTRY, for work up to Ordinary level standard. Burnham Scale: good laboratory facilities. Science Department of 5 full-time staff. Queenswood is an Independent Boarding School for Girls 16 miles from Central London.

Applications to the Headmistress with names and addresses of two referees.

HERTFORDSHIRE
ST CHRISTOPHER SCHOOL
Letchworth, SG6 3JZ
Required in September: TEACHER of PHYSICS from third form up, including "O" and "A" level work.

Situated in pleasant surroundings, the school aims to be a cooperative educational community of children and adults numbering over 400 pupils, aged 2½ to 18 with a Senior School of 300, the majority boarders. The social organisation of the school is informal and the out of school contribution of staff is important as well as the class teaching. We want a man or woman with energy, a wide range of cultural interests and commitment to education in the widest sense. A pamphlet on the school will be sent on request.

Resident or non-resident: or a family flat may be available.

Salary just above Burnham, Government Superannuation.

Applications to the Headmaster with full curriculum vitae and names of referees.

HERTFORDSHIRE
BERKHAMSTED SCHOOL
(Independent—700 boys (day and boarding))
Required for September, 1980, TEACHER of PHYSICS, preferably with an interest in Electronics. Accommodation available. Burnham Scale 2 salary with extra allowance.

Apply by letter with names of two people to whom reference may be made to the Headmaster, Berkhamsted School, Berkhamsted, Herts. HP4 2BE.

HERTFORDSHIRE
CHRIST'S HOSPITAL GIRLS' SCHOOL
Fore Street, Hertford,
Herts, SG14 1AY
BIOLOGY GRADUATE required for Autumn Term, 1980, to teach and have responsibility for the subject up to University Scholarship standard.

Salary according to experience: Burnham Scale 2 or 3.

Apply to Miss E. M. Tucker, Head Mistress, with curriculum vitae and the names, addresses and telephone numbers of two referees.

KENT
Required for September, 1980, qualified TEACHER for SCIENCE DEPARTMENT. Courses leading to "O" level and C.S.E. in Physics, Chemistry and Biology. Small classes and groups. Burnham Scale. Government Superannuation.

Apply in writing, with curriculum vitae and names and addresses of two referees, to the Headmaster, [illegible] School, Tonbridge Road, Hildenborough, Tonbridge, Kent.

KENT
TONBRIDGE SCHOOL
H.M.C. Independent Boarding/Day School for 650 Boys 13-18.
Qualified Good Honours GRADUATE required in September 1980 for new post in expanding Department with the ability to teach PHYSICS to Oxbridge and throughout the School and the academic distinction to inspire boys at all levels. The Department works closely with Technology and Mathematics Departments in teaching electronics, microprocessors and computing. Ability to contribute to extra curricular activities (games, music, drama, adventure training) an added recommendation.

Salary Burnham plus with possibility of accommodation for married or unmarried candidates.

Applications with full curriculum vitae and names and addresses of two referees to the Headmaster (C. H. D. Everett), Tonbridge School, Tonbridge, Kent TN9 1JP.

KENT
BETHANY SCHOOL
Goudhurst
SHMIS, 11 to 18, mainly boarding, boys; see PSYB page 373
For September, 1980—
A GRADUATE PHYSICIST who will teach the subject right through the school to "A" level and, at times, beyond. Science Department of four in well-equipped and modern laboratories. Candidates should state their extra curricular contributions and they should be committed to boarding school community. A candidate interested in pastoral work would be considered for involvement with a boarding house. Bethany is a Christian foundation.

Further details from the Headmaster.

LINCOLNSHIRE
STAMFORD HIGH SCHOOL,
(Direct Grant/Independent)
Required for September—
GRADUATE to teach both PHYSICS and CHEMISTRY to Ordinary level. Share of Sixth-Form Chemistry or Physics could be available for suitable candidate.

Apply to the Headmistress.

LONDON
"A" LEVEL PHYSICS
GRADUATE TUTOR in "A" level PHYSICS required urgently for private college in Bloomsbury, London. Mature students, small classes and no duties apart from teaching.

Write with brief details, to The Principal, University Tutorial College, 105 Great Russell Street, London, WC1.

LONDON
ST. BENEDICT'S SCHOOL
Ealing W.5
H.M.C., R.C., Day, 11 to 18 (600 boys).
Required for September, 1980, GRADUATE to teach PHYSICS throughout school to "A" level and Scholarship. Nuffield "O" level. Willingness to be involved in games or other activities an advantage.

Salary: Burnham plus scale according to qualifications and experience.

Apply with curriculum vitae and names of two referees to the Headmaster.

LONDON
SYDENHAM HIGH SCHOOL
19 Westwood Hill, London SE26 6BL
Required for September, 1980, in this ex-direct Grant now Independent Grammar School, ASSISTANT TEACHER to take charge of the PHYSICS DEPARTMENT, teaching to "O" and "A" level and University entrance level.

Salary post according to experience and qualifications.

Please apply by letter enclosing a curriculum vitae, testimonial and names and addresses of two referees to the Headmistress, Sydenham High School (G.P.D.S.T.), 19 Westwood Hill, Sydenham, London SE26 6BL.

LONDON
KING'S COLLEGE SCHOOL
Wimbledon Common SW19 4TT
Required for September, 1980, a GRADUATE PHYSICIST to teach at all levels of the school (11 to 18).

Ability to teach Chemistry to "O" level is an advantage, as is willingness to help with games, but neither are essential.

Salary: equivalent to Burnham Scale 2 initially, moving to higher scales after 2-3 years if satisfactory.

Further details on request.

Applications, with the names of two referees, to the Head Master.

LONDON
DAVIES'S COLLEGE
66 Southampton Row, WC1B 4BY
Required for September, a GRADUATE in PHYSICS for the full-time permanent post of Tutor. An interest in Computer Science and/or extra-curricular activities would be an advantage. Well motivated "A" level candidates, friendly atmosphere, good working conditions.

Please write to the Principal, enclosing a curriculum vitae, references and a telephone number.

LONDON E17
FOREST GIRLS' SCHOOL
Near Snaresbrook, E17 3PY.
(Independent, with eventually 300-plus girls)
GRADUATE required September, 1980, to teach PHYSICS and GENERAL SCIENCE to GCE "O", "A" and Scholarship levels in recently opened Girls' School sharing site and facilities with long-established Boys' School (HMC). Separate classes, new buildings, three new laboratories, completion May 1981.

C. of E. School. London Burnham Scale 2. Subsidised accommodation might be available.

Apply in duplicate to the Headmistress with curriculum vitae and names and addresses of two referees by February 27. Interviews mid-March.

LONDON SW7
QUEEN'S GATE SCHOOL FOR GIRLS
Required in September, Graduate with experience to take charge of SCIENCE TEACHING in Middle School, Chemistry to "O" and "A" level and Physics to "O" level.

Burnham Scale 2 with London Allowance.

Apply Principal, 133 Queen's Gate, London SW7 5LE, with curriculum vitae and names of two referees.

LONDON SW19
KING'S COLLEGE SCHOOL
Wimbledon
Required for September, 1980:
A GRADUATE to teach CHEMISTRY at all levels from 11 to 18; Nuffield course throughout; would suit someone still in training or already in first post. Ability to coach games (especially rowing) an advantage, though not essential.

Salary will depend on qualifications and experience, but will be not less than Burnham Scale 2.

Applications, with curriculum vitae and the names of two referees, to the Headmaster, King's College School, Wimbledon Common, SW19 4TT.

LONDON, W.C.1
Required ASAP part-time TEACHERS of "O" and "A" level PHYSICS and CHEMISTRY, both posts could be filled by one teacher.

Please telephone Mr. T. Cockett, 01-278 6622, for appointment for interview.

NEWCASTLE upon Tyne
DAME ALLAN'S GIRLS' SCHOOL
Fowberry Crescent, Fenham
Newcastle upon Tyne NE4 9YJ
450 Girls: Sixth Form 130
Direct Grant, Independent
Required for September, 1980:
Either Good HONOURS CHEMISTRY GRADUATE to share in the teaching of CHEMISTRY to "A" level and PHYSICS to "O" level
Or Good HONOURS PHYSICS GRADUATE to share in the teaching of PHYSICS to "A" level and CHEMISTRY to "O" level.

Apply to the Headmistress immediately with full details of curriculum vitae, testimonials and the name and address of two referees.

Scale I or Scale II Burnham.

NOTTINGHAM/DERBY
TRENT COLLEGE
Long Eaton, Nottingham
(H.M.C.) 600 pupils, aged 11 to 19, including 295 boarders, 165 in Sixth Form, including some girls.
Required for September, 1980, a PHYSICS GRADUATE to teach at all levels. There are three fully equipped laboratories and a specialist electronics area. Interest in electronics/computing welcomed, as is participation in the games/activities so essential in a predominantly boarding school. Burnham plus. Possibility of accommodation.

Applications to the Headmaster with names of two referees.

OXFORD
OXFORD HIGH SCHOOL
G.P.D.S.T.
(Direct Grant reverting to Independence)
Belbroughton Road
Oxford OX2 6XA
Required in September, 1980, a PHYSICS TEACHER to teach the subject throughout the school up to University Scholarship standard.

Please write to the Headmistress, enclosing a curriculum vitae and the names and addresses of two referees.

REIGATE
REIGATE GRAMMAR SCHOOL
(H.M.C.)
GRADUATE BIOLOGIST required for September, 1980, to teach BIOLOGY throughout the school, together with some Junior Physics. Scale 1 Burnham salary plus London fringe allowance. A Scale II post could be available for a suitably qualified and experienced candidate.

Apply in writing, enclosing full curriculum vitae and giving the names of two referees, to the Headmaster, Reigate Grammar School, Reigate Road, Surrey RH2 0QS.

SURREY
EOTHEN SCHOOL
(Church Schools Co. Ltd.)
3 Harestone Hill, Caterham, Surrey
CR3 6SG
Required for September, 1980, two Qualified ASSISTANT TEACHERS, one for CHEMISTRY and one for BIOLOGY—both posts involve teaching to "O" and "A" Level.

One of these appointments will be full-time, the other part-time with the possibility of full-time work later.

Applications in writing to the Headmistress giving names of two referees.

SURREY
PRIOR'S FIELD
Godalming, Surrey, GU7 2RH
(Independent Public Boarding and Day School for girls with 200 pupils; 11 to 18)
Required in September 1980: PHYSICS TEACHER to teach General SCIENCE to the Lower School and PHYSICS to "O" level with the possibility of organising and teaching Physics to "A" level. Burnham Scale.

Accommodation available for single applicant.

Applications in writing to the Headmistress with names and addresses of two referees and full curriculum vitae.

SURREY
CONVENT OF THE SACRED HEART
Woldingham.
R.C. Boarding and Day School for 400 girls 11-18 years
Required September, part-time (.8) Graduate TEACHER of PHYSICS and CHEMISTRY to teach both subjects to "O" level. Willingness to be involved in extra curricular activities an advantage.

Burnham Scale plus Outer London Allowance.

Applications with full curriculum vitae and names and addresses of two referees to the Headmistress.

SURREY
CONVENT OF THE SACRED HEART
Woldingham.
R.C. Boarding and Day School for 400 girls 11-18 years
Required September, GRADUATE to teach BIOLOGY to "O" level. Willingness to be involved in extra curricular activities an advantage.

Burnham Scale plus Outer London Allowance.

Applications with full curriculum vitae and names and addresses of two referees to the Headmistress.

SURREY
EPSOM COLLEGE
600 boys (550 boarders, 340 day-boys)
Sixth Form of 280 (including 30 girls)
Two vacancies in September, 1980, for well-qualified GRADUATES —
(1) To teach CHEMISTRY throughout the School, up to "A" level.
(2) To teach PHYSICS throughout the School, up to "A" level, with some Junior Maths.

Experience not essential for either post. Accommodation available. Own salary scale. Interest in games and other activities an advantage.

Please apply with full curriculum vitae and names of two referees to Headmaster, Epsom College, Epsom Surrey.

SURREY
BOX HILL SCHOOL
Mickleham, Dorking, Surrey
Recognised by the Department of Education and Science. Co-ed school run on Gordonstoun lines. Required September, 1980, resident or non-resident GRADUATE CHEMIST to teach to "A" level. Burnham Scale. State superannuation.

Applications to Headmaster, stating activity interests and providing names of two referees.

SUSSEX
BRIGHTON COLLEGE
Required for September, 1980
A GRADUATE to teach CHEMISTRY.

A residential post would be available for the right applicant.

Ability to assist with games would be an advantage.

Salary above Burnham.

Please apply by letter to The Headmaster, Brighton College, Eastern Road, Brighton, BN2 2AL.

A curriculum vitae and the names and addresses of two referees should be attached.

SUSSEX
BRIGHTON COLLEGE
Required for September 1980: a GRADUATE to teach PHYSICS and perhaps some MATHEMATICS. A residential post would be available for the right applicant.

Ability to assist with Games would be an advantage.

Salary above Burnham.

Please apply by letter to The Headmaster, Brighton College, Eastern Road, Brighton, BN2 2AL. A curriculum vitae and the names and addresses of two referees should be attached.

SUSSEX
Required in September: Experienced Graduate TEACHER for CHEMISTRY to "O" and "A" levels. Independent girls' school of 360, day and boarding.

Burnham Scale.

Please apply with copies of testimonials and names of referees to the Headmaster, Holy Family Convent, Littlehampton.

UPPINGHAM SCHOOL

Required for September, a GRADUATE to teach PHYSICS throughout the school to Open Scholarship level.

Curriculum vitae with names, addresses and telephone numbers of three referees should be sent to the Headmaster, from whom further information may be obtained.

Uppingham School, Uppingham, Rutland LE15 9QE.
Telephone: Uppingham [illegible].

WEST SUSSEX
PHYSICS TEACHER required for September, 1980, to organize and teach the subject throughout this small boarding school for 120 boys aged 11 to 18 years. Teaching to "A" level. Interesting post for someone enthusiastic about a full boarding school commitment.

Bachelor accommodation available.

Inquiries from newly qualified candidates would be considered. Apply with curriculum vitae to the Headmaster, Slindon College, Slindon near Arundel, West Sussex.

WEST YORKSHIRE
WAKEFIELD GIRLS' HIGH SCHOOL
720 girls, 180 in the Sixth Form
Required in September 1980 GRADUATE to share the teaching of CHEMISTRY throughout the school to University entrance standard and to help with the teaching of another science in the junior forms.

This is a new post created because of the growth in numbers studying science.

Apply Head Mistress giving details of qualifications and names of referees.

WILTSHIRE
Required in September, 1980, HONOURS GRADUATE in CHEMISTRY to teach the subject to Advanced level and Oxbridge Entrance standard. Strong Science tradition, modern well-equipped laboratories.

Burnham Scale.

Apply with curriculum vitae to the Headmistress, St. Mary's School, Calne, Wiltshire.

REQUIRED immediately, a teacher of Science to "O" level in small independent mixed school.—Apply the Headmaster, Nelsons School, Stratford Lodge, Stroud, Gloucester, with full curriculum vitae and the names of two referees.

Technical Studies

LIVERPOOL
MERCHANT TAYLORS' SCHOOL
Crosby, Liverpool L23 0QP
(Independent Public School; H.M.C.)
Required in September, a qualified TEACHER (Scale II) to be responsible for the teaching of WOODWORK throughout the School. Ability to help with games, particularly Rugby Football, will be a strong recommendation.

Salary: Burnham Scale.

Applications with curriculum vitae and names of two referees should be sent to the Headmaster as soon as possible.

Other than by Subject Classification

Heads of Department

BRADFORD
WOODHOUSE GROVE SCHOOL
Apperley Bridge, Bradford BD10 0NR
(Methodist Boarding School H.M.C.; 500 boys and 11 girls with 145 in Sixth Form)
Required for September, 1980, a DIRECTOR of STUDIES who would teach HISTORY to "A" level. The post would include responsibility for all aspects of Sixth Form General Studies, tutorship of students and probationary teachers. A lively interest in curriculum development is expected.

Salary at least Burnham Scale 3.

Apply with curriculum vitae and names of two referees to the Headmaster, from whom further details are available.

Other Assistants

BATH (near)
Required in the Summer Term, FORM MASTER/MISTRESS with genuine interest in remedial education, particularly in relation to Maths. Co-educational boarding school, age range 8-13, and the candidate must be prepared to take a share of evening and weekend supervision.

Apply Headmaster, Ravenscroft School, Farleigh Hungerford, near Bath.

BERKSHIRE
PRIOR'S COURT
Chieveley, Newbury
Junior School of Kingswood School, Bath
Wanted in April, a non-resident MASTER or MISTRESS to teach ENGLISH and ART. A wide interest in Art and Craft, and the ability to teach first-year French would be an advantage. It is hoped to make a permanent appointment, but those requiring a post for one term will be considered.

Burnham Scale 1 with Government Superannuation.

Apply fully to the Headmaster.

BOURNEMOUTH
QUEEN'S MOUNT SCHOOL
18 Queens Park West Drive
Bournemouth BH8 9DB
Independent Church of England Boarding and Day School for 200 Girls aged from 7 to 18 years.
Required in September, 1980, a full-time qualified ASSISTANT member of staff to take charge of the nine-plus age group, with ability to teach JUNIOR MATHEMATICS, SCIENCE and help with P.E. in particular Swimming.

Burnham Scale 1 post with Government Superannuation.

Apply to the Principal with curriculum vitae and copies of testimonials or names of referees.

EALING
LONDON W.13
NOTTING HILL AND EALING HIGH SCHOOL GIRLS' PUBLIC DAY SCHOOL TRUST
2 Cleveland Road, Ealing, London W13 8AX.
Required for September, 1980, a well-qualified GENERAL SUBJECTS TEACHER for a class of nine to 10 year olds, who can, if possible, offer Mathematics and Art as special interests. Experience preferred.

Burnham Scale with "Inner" London allowance.

Apply with full particulars and the names of two referees to the Headmistress at the school.

HERTFORDSHIRE
ST. CHRISTOPHER SCHOOL
Requires Junior School CLASS TEACHER.

Please see main advertisement under Primary Schools Scale 1 Posts.

KENT
Required September 1980 qualified TEACHER of ENGLISH and HISTORY in public school scholarship and C.E. standard. Ability to take games and other extra curricular activities. Resident or non-resident. Salary (Holmewood scale).

Apply to the Headmaster, Holmewood House, Langton Green, Tunbridge Wells, with names, addresses and telephone numbers of two referees and curriculum vitae.

LEICESTERSHIRE

FAIRFIELD, LOUGHBOROUGH ENDOWED SCHOOLS LOWER SCHOOL
Leicester Road, Loughborough
(342 Boys and Girls)
Two ASSISTANT TEACHERS required for September, 1980. Burnham Scale 1 plus an additional increment. For one of the posts ability to help with Boys' Games and an interest in Science is desirable.

Letters of application should be sent to the Headmaster giving full curriculum vitae and names of two referees as soon as possible.

LONDON N22

N22
Mentally Disordered Pupils with severe learning disabilities, Autistic or with similar characteristics.
NOAH'S ARK TRUST
Require to appoint as soon as possible young qualified or unqualified TEACHER to take small groups, mainly boys aged 12 to 19.

Candidates should be alert and of good physique to cope with this very demanding, but satisfying, work and if unqualified, should have a definite aptitude or relevant experience.

Small lively day school, D.E.S. registered. Scale 1 with Special Schools Allowance if qualified; Scale C if unqualified; both with the London Weighting.

Details of education, qualifications and career, names of two referees and your telephone number please, to the Principal, Noah's Ark School, 2 Park Avenue, Wood Green, London N22 4EX.

For further information you may ring (01) 888 8193 9.30 to 12.30 or 2 to 4. (Re-advertisement; previous successful candidate unable to take up appointment.)

LONDON E17
FOREST SCHOOL
H.M.C., I.A.P.S.
(600 boys over 11)
GRADUATES required as follows:
(1) In April for one term to teach GERMAN and some FRENCH.
(2) In September permanent appointments to teach throughout the school and up to Advanced and Scholarship levels in:
(a) FRENCH with some GERMAN.
(b) LATIN as second in Classics Department.
(c) SCIENCE with emphasis on BIOLOGY and some Integrated Science.

Games coaching useful (Soccer, Hockey, Cricket, Rowing, Fencing). London Burnham Scale 2. Subsidised accommodation probably available.

Additional emoluments for Tutorship or Junior Housemastership.

Epping Forest area.

Write immediately with C.V. and quoting two referees to the Headmaster from whom further information is available.

LONDON
WIMBLEDON HIGH SCHOOL
G.P.D.S.T.
Direct Grant Independent School
Required for September 1980, experienced TEACHER for JUNIOR DEPARTMENT to teach GENERAL SUBJECTS, including Games. Age range 8 to 11 years with special responsibility for a form within that range.

Apply in writing to the Headmistress, Wimbledon High School, G.P.D.S.T., Mansel Road, Wimbledon SW19 4AB, giving names of two referees and full details of qualifications and experience. Please enclose self-addressed stamped envelope.

LONDON SE12
RIVERSTON SCHOOL
Eltham Road, London SE12 8UF
Tel. 01-852 [illegible]
Required for Summer Term—April 1980.
Junior School
Experienced GENERAL SUBJECTS TEACHER (Scale 1 plus London Allowance) for 8-9 year old class, able to take P.E. and Netball.

Applications to Principal with curriculum vitae and names and addresses of two referees.

LONDON W10
qualified and experienced FORM TEACHER required April for mixed class of six-year-olds.

Apply with full particulars to the Principal, Bassett House School, 60 Bassett Road, London W10. Telephone [illegible].

LONDON, W.13
EALING COLLEGE UPPER SCHOOL
83 The Avenue, Ealing W13 8JS
(375 boys)
Required for September, 1980:
Two suitably qualified GRADUATES.
(1) To teach "A" LEVEL LAW, ability to offer some English and History to Junior Forms would be a recommendation.
(2) To teach GEOGRAPHY throughout the school

Apply to the Headmaster enclosing curriculum vitae and names of two referees. Tel.: 01-997 4345.

NORWICH
NORWICH SCHOOL (HMC)
Lower School: 150 boys (8 to 12)
Wanted for September, 1980, a GRADUATE or certificated teacher to teach form subjects and to take charge of a form of 11-year-old boys.

An interest in games and drama would be an advantage.

Salary: Burnham, according to qualification and experience.

Accommodation may be available.

Apply, enclosing curriculum vitae and the names of two referees, to the Headmaster, Norwich School, The Close, Norwich, NR1 4DQ.

OXFORD
RYE ST. ANTONY SCHOOL
Catholic Boarding and Day School for Girls, 285 girls nine to 18.
Required in September, qualified TEACHER of General Form subjects to 10 to 11-year-olds. Successful applicant must be able to teach ENGLISH and RELIGIOUS EDUCATION. Resident. R.C. essential.

Apply with curriculum vitae and two testimonials or names of two referees to the Headmistress, Rye St. Antony School, Pullen's Lane, Headington Hill, Oxford OX3 0BY.

SHEFFIELD

HIGH SCHOOL FOR GIRLS
Girls Public Day School Trust
10 Rutland Park
Sheffield S10 2PE

GRADUATE required in September, 1980 to share teaching of HISTORY/RELIGIOUS STUDIES. Part-time post (approx. two-thirds of full-time). G.C.E. work available. Burnham Scale 1.

Applications to the Headmistress, with curriculum vitae, names of referees (foolscap S.A.E., please).

SURREY

CONVENT OF THE SACRED HEART
Woldingham, Surrey
Independent R.C. Boarding School for Girls 11 to 18 years

Required for April, qualified TEACHER to teach ENGLISH, HISTORY and GENERAL SUBJECTS to 11-year-olds. This is a supply post with possibility of a full-time position in September. Residential or non-residential.

Salary Burnham Scale according to qualification and experience.

Apply to Headmistress with curriculum vitae and names and addresses of two referees.

SURREY
GREENACRES SCHOOL
Banstead, Surrey
Independent Day and Boarding School
388 girls
Member of GBGSA
Required for September: experienced TEACHER to take charge of a class of nine year olds. Scale II post for suitably qualified applicant.

Apply in writing to the Headmistress giving curriculum vitae, names of two referees and copies of two recent testimonials.

F.I.S. have vacancies for TEACHERS and MATRONS requiring posts in Independent Schools. Reply with S.A.E. to the Organizing Secretary, Pool College, Billingshurst, West Sussex.

REQUIRED immediately for Catholic Independent School qualified Junior Teacher, on supply basis. London area. Ability to teach Music and Singing an advantage. Salary: Burnham Scale, with London Allowance.—Write Box TES 3710, The Times, WC1X 8EZ.

Preparatory Schools

Headships

GABBITAS-THRING

SOUTH EAST ENGLAND PREPARATORY SCHOOL
HEADSHIP
GROUP IV

Applications are invited for the HEADSHIP of a leading Girls' Day Preparatory School. Member of A.H.M.P.S. Age range 4-13 plus pre-Prep boys 4-8. Roll 200-plus. The vacancy will occur in either January or September, 1981.

Accommodation is available and the salary will be Burnham Scale. For further details and an application form, please contact Mrs J. Longworth, Advertised Posts Department, Gabbitas-Thring Services Ltd., 6, 7 & 8 Sackville Street, London W1X 2BR. Tel. 01-734 0161.

NOTTINGHAM

THE GIRLS' HIGH SCHOOL
G.P.D.S.T.
HEAD of JUNIOR DEPARTMENT
(ages five to 11)
Candidates with good qualifications and experience are invited to apply for this important post for September.

Burnham Scale 4.

Further details available from the School Secretary at 9 Arboretum Street, Nottingham NG1 4JB, on receipt of s.a.e.

WINCHESTER
ST. SWITHUN'S JUNIOR SCHOOL
Applications are invited for the post of HEAD of the Junior School which has approximately [illegible] girls aged 4½ to 11 years. The salary is according to the Burnham Scale.

Applications in writing with names of three referees and full curriculum vitae, should be received by 28th February. Further details can be obtained from the Headmistress of St. Swithun's Junior School, Winchester SO21 1HA.

Remedial Posts

REMEDIAL TEACHER required Summer Term in small preparatory school. Apply Headmaster, Colsbrook School, Kerne Bridge, Ross-on-Wye, Herefordshire.

By Subject Classification

Art and Design

Heads of Department

DORSET
PORT REGIS
Motcombe Park, Shaftesbury
I.A.P.S., Co-educational, 290
HEAD of ART required September, 1980, due to marriage.

Much scope for enthusiast, especially Drawing and Painting. Extensive studio. Resident non-resident.

Apply with curriculum vitae and a photograph to the Headmaster.

Classics

ESSEX
ALLEYN COURT SCHOOL
5 Imperial Avenue, Westcliff-on-Sea
Essex
I.A.P.S. Boys' Day Preparatory School
Required in April or September, 1980, qualified TEACHER to take LATIN up to C.E. and P.S. Scholarship.

Salary Burnham.

Resident (single person only) or non-resident.

Apply to Headmaster with names and addresses of two referees.

NORTHUMBERLAND
MOWDEN HALL SCHOOL
Stocksfield, NE43 7TP
IAPS: 120 Boarders
Wanted for September, 1980, GRADUATE TEACHER to take charge of CLASSICS up to Public School Scholarship standard. Games player, especially cricketer, particularly welcome.

Burnham Scale 1. Government Superannuation, free married accommodation.

Applications, together with names of two referees, to the Headmaster.

SUSSEX
BRIGHTON COLLEGE JUNIOR SCHOOL
Requires in September, 1980, a SENIOR LATIN MASTER to teach at all levels.

A second subject will be required, preferably French, but another arts subject will be acceptable.

Help with games, music will be welcome.

Apply by letter with full c.v. and the names of two referees to the Headmaster, Brighton College Junior School, Walpole Lodge, Walpole Road, Brighton BN2 [illegible].

English

Heads of Department

SURREY
AMESBURY SCHOOL
Hindhead, GU26 6BL
GRADUATE required for September 1980 to take charge of ENGLISH to C.E. and P.S.S. level. The successful candidate will have had experience in a preparatory school. Skilful help with the coaching of games and out-of-school activities would be welcomed.

The post can be resident or non-resident.

Salary: Burnham Scale 1.

Applications, with names and addresses of two referees, should be sent to the Headmaster.

Other Assistants

BERKSHIRE
Qualified MASTER/MISTRESS required in April to teach middle school subjects, mainly ENGLISH and SCRIPTURE. The post will carry certain responsibilities for various extra-curricular activities and includes normal supervisory duties. Salary Burnham Scale. Accommodation available.

Please apply Headmaster, St. Piran's, Maidenhead in writing, with names of two referees.

BRISTOL
COLSTON'S PREPARATORY SCHOOL
Stapleton, Bristol
I.A.P.S., 250 boys, 60 boarders
Required April or September, suitably qualified TEACHER of MIDDLE SCHOOL FRENCH and ENGLISH up to C.E. standard. Ability to coach top Rugby and willingness to get involved in out-of-school activities essential.

Salary scale in excess of Burnham Scale 1.

Apply with curriculum vitae and names and addresses and telephone numbers of two referees to the Headmaster, Colston's Preparatory School, Stapleton, Bristol BS16 1BA.

BRISTOL
COLSTON'S PREPARATORY SCHOOL
Stapleton, Bristol
I.A.P.S. 250 boys, 60 boarders
Required April or September. Suitably qualified TEACHER of MIDDLE SCHOOL FRENCH and ENGLISH up to C.E. standard. Ability to coach top Rugby and willingness to get involved in out-of-school activities essential.

Salary scale in excess of Burnham Scale 1.

Apply with curriculum vitae and names and addresses and telephone number of two referees to The Headmaster, Colston's Preparatory School, Stapleton, Bristol BS16 1BA.

CORNWALL
TRURO CATHEDRAL SCHOOL
Required September, 1980, a GRADUATE to coordinate the ENGLISH teaching in the eight to 12 age range, and link closely with the Head of Department in the Senior School. A willingness to play a full part in the life of the school essential; good games an asset. Truro Cathedral School Scale (in advance of Burnham).

Applications, including a full curriculum vitae and the names and addresses of two referees, should be sent to the Headmaster.

This is a readvertisement. Previous candidates need not reapply.

South West London College

Vice-Principal

(Academic)

Applications are invited for the post of Vice-Principal (Academic) which arises from an establishment increase in the College to two Vice-Principals. The present Vice-Principal becomes Vice-Principal (Administration). Candidates should be graduates with imagination and energy, with broad teaching and educational administrative experience at a senior level.

Salary: £12,501 plus £609 Inner London Allowance in accordance with the Burnham Interim award, subject to formal approval.

ilea *Application forms and further details obtainable on written application to: The Clerk to the Governors, South West London College, Tooting Broadway, London, SW17 0TQ. (T.211).*

CITY OF WAKEFIELD

METROPOLITAN DISTRICT COUNCIL

WAKEFIELD METROPOLITAN DISTRICT COLLEGE OF FURTHER EDUCATION

(GROUP 8)

Vice-Principals (3)

Applications are invited for the posts of Vice-Principal in this new establishment which will be opened in September, 1980. A major Tertiary element from the City of Wakefield will be introduced in September, 1981, after the completion of an extensive building programme.

Application forms and further details are available (on receipt of s.a.e.) from the Education Department, 8 Bond Street, Wakefield.

METROPOLITAN BOROUGH OF STOCKPORT

STOCKPORT COLLEGE OF TECHNOLOGY

HEAD OF DEPARTMENT OF BUILDING AND CIVIL ENGINEERING

(Grade 6)

Applications are invited from suitably qualified persons for this very responsible post which will shortly become vacant on the retirement of the present holder. It is hoped to make an appointment with effect from 1st September, 1980.

Salary Scale (subject to review): £10,165 to £11,232.

Application forms and further particulars may be obtained from the Principal, Stockport College of Technology, Wellington Road South, Stockport, Cheshire SK1 3UQ, by sending a stamped addressed foolscap envelope marked Ref: 558. Completed forms should be returned by 19th March, 1980.

WESTHILL COLLEGE

(An Affiliated College of the University of Birmingham)

Principal:
Alan G. Bamford,
J.P., M.Ed., F.R.S.A.

HEAD OF CHURCH EDUCATION SECTION

SENIOR LECTURER/PRINCIPAL LECTURER

Applications are invited from suitably qualified and experienced candidates for this unique post which will become vacant on the retirement of Rev. Philip B. Cliff on 31st August, 1980.

The Section makes a national and international contribution to the training of leaders in Christian Education and Church Management at both University Diploma and College Certificate levels. Links with Churches and Church bodies are very wide and strong and continue to develop. This special work has been a unique aspect of the College's work since its foundation. The College is a foundation member of the Federation of Selly Oak Colleges.

The appointment will be at Senior Lecturer or Principal Lecturer level on the Burnham FE Report, according to qualifications and experience.

Further details of this post and the form of application may be obtained from the Principal, (Ref: THE), Westhill College, Weoley Park Road, Selly Oak, Birmingham B29 6LL.

Closing date for applications: 3rd March, 1980.

PREPARATORY
English
continued

NORFOLK
BEESTON HALL
West Runton, Cromer, NR27 9NQ.
I.A.P.S. Co-ed. Boarding and Day School requires September, TEACHER to take charge of department and teach to P.S. and C.E. standard.
Ability to teach Latin as well, advantageous.
Salary Burnham Scale 2. Govt. Superannuation.
Apply Headmaster.

SOMERSET
PYRLAND HALL
KING'S COLLEGE,
Taunton, Junior School.
Required in September 1980, a young qualified TEACHER of ENGLISH. An interest in Drama would be helpful and a games player would be most welcome, but energy and enthusiasm are more important. Residence possible for bachelor.
For further details write to Headmaster, Pyrland Hall, Taunton, Somerset.

Geography

KENYA
ST. ANDREW'S SCHOOL
Turi.
I.A.P.S.
See Overseas Appointments.

History

WARWICKSHIRE
DUNCHURCH-WINTON HALL
(I.A.P.S.)
Required for September 1980: a TEACHER to be responsible for HISTORY in the school. Ability to coach Rugby Football and Cricket at first team level would be a strong advantage.
Good accommodation for a single person.
Applications, with names and addresses of two referees to the Headmaster.

Mathematics

Heads of Department

LONDON S.W.1.
WESTMINSTER UNDER SCHOOL
HEAD of expanding department wanted for September, 1980. Preferably a graduate experienced in 9-13 age group, including scholarship work. Games an advantage.
Accommodation available. Burnham scale plus.
Curriculum vitae and names, addresses and telephone numbers of two referees to the Master, 61 Eccleston Square, London, SW1V 1PH.

Other Assistants

BERKSHIRE
ST. PIRAN'S
Maidenhead
Berkshire SL6 7LZ
MATHEMATICS
A qualified Mathematics specialist required from September to become HEAD of DEPARTMENT teaching to Common Entrance and Public School Scholarship level. A games player is preferred though this is comparatively unimportant.
Full participation in school duties and other extra curricular activities essential. Accommodation available. Salary by negotiation but not less than Burnham Scale.
Apply in writing to Headmaster, St. Piran's, Maidenhead, Berkshire, with names and addresses of two referees.

BUCKINGHAMSHIRE
CALDICOTT
Farnham Royal, Bucks.
PERSON to teach Middle School MATHS up to C.E. with Science as a secondary subject, required in September.
Ability to coach Cricket, Hockey or Rugby would be an asset but not essential.
Salary in excess of Burnham Scale 1, with free board and lodging for single person; living out allowance for married applicant.
Applications, together with C.V. and names and addresses of two referees to the Headmaster, Caldicott, Farnham Royal, Bucks.

BUCKINGHAMSHIRE
SWANBOURNE HOUSE SCHOOL
Swanbourne, Milton Keynes
MK17 0HZ.
Telephone: Mursley (029672) 264.
Required September trained TEACHER for MATHEMATICS 9 years to C.E. level.
Salary in excess Burnham Scale 1. Government superannuation. Married or single accommodation available.
Applications together with C.V. and names and addresses of 2 referees to The Headmaster.

OXFORD
DRAGON SCHOOL
Required in September, 1980, a young TEACHER of MATHEMATICS to take sets of varying ability throughout the school. Salary based on Burnham Scale.
Applications, with the names of two referees, to the Headmaster, Dragon School, Oxford.

Modern Languages

HERTFORDSHIRE
STORMONT SCHOOL
(AHMPS, 120 girls 4-12)
Required in September, 1980, qualified TEACHER to teach FRENCH to 8-12 age group. This is a part-time post involving approximately 4 mornings per week. Burnham Scale 1 salary with Outer Fringe London Allowance.
Please apply with curriculum vitae and the names of two referees to The Headmistress, Stormont, The Causeway, Potters Bar, Herts. EN6 5HA.

SURREY
CRANLEIGH PREPARATORY SCHOOL
(I.A.P.S., boys 8-13, 85 day boys and 95 boarders)
TEACHER required September, 1980, to teach mainly FRENCH and, desirably, some LATIN.
Preferably young teacher, keen and competent in games, and willing to be involved in all boarders' activities.
Good salary scale, valuable accommodation and educational concessions, and BUPA.
Apply in writing with curriculum vitae and names of two referees to The Master, Cranleigh Preparatory School, Cranleigh, Surrey GU6 8QH (telephone Cranleigh 4190).

SURREY
FELTONFLEET SCHOOL
Cobham.
FRENCH TEACHER required in April or September. Ability to take school games an advantage. Resident or non-resident post. Own salary scale. Government superannuation.
Write for further details to Headmaster.

SURREY
AMESBURY SCHOOL
Hindhead GU26 6BL.
GRADUATE required for September to take charge of thriving FRENCH Department to take the subject to C.E. and PSSS level. The successful candidate will have had experience in a preparatory school. Help with games and/or out-of-school activities would be helpful.
The post can be resident or non-resident. Salary Burnham.
Application with names and addresses of two referees should be sent to the Headmaster.

Pastoral

LONDON
WESTMINSTER CATHEDRAL CHOIR SCHOOL.
ASSISTANT HOUSEMASTER, preferably Catholic, required in September or earlier to share responsibility for 30 chorister boarders. Graduate to teach two subjects to P.S.S. level, preferably Latin, Geography or History, and to coach games.
Board and accommodation free in term. Burnham Scale by negotiation.
Please write for full details of this unique and rapidly developing Catholic school before applying formally to, Headmaster, Westminster Cathedral Choir School, Ambrosden Avenue, London SW1P 1QH.

Physical Education

BERKSHIRE
ELSTREE SCHOOL
Woolhampton, near Reading
(I.A.P.S., 140 Boys)
A well qualified PHYSICAL EDUCATION TEACHER is required in September, 1980.
There are excellent facilities for games and swimming, as well as a modern well-equipped gymnasium. Single accommodation is available.
Salary is above Burnham Scale 1.
Write to the Headmaster for further details (s.a.e. appreciated).

BERKSHIRE
Qualified GAMES SPECIALIST able to teach Middle and Junior School General Subjects and take responsibility for rugby, required for September. Normal extra-curricular activities and supervisory duties essential. Salary Burnham Scale. Accommodation available.
Please apply in writing to Headmaster, St. Piran's, Maidenhead, Berkshire, with names of two referees.

KENT
BICKLEY PARK SCHOOL
Bickley, Bromley
Required TEACHER for PHYSICAL EDUCATION throughout the school, together with some Junior Science. Temporary post initially, could become permanent. Residence available for a married teacher. Bickley salary scale (above Burnham) and Government Superannuation with London Allowance.
Please apply in writing with full curriculum vitae to the Headmaster.

MIDDLESEX
THE MALL SCHOOL
Twickenham, TW2 5NQ
(I.A.P.S.: 230 boys)
Needed: Young qualified TEACHER in April to take charge of PHYSICAL EDUCATION, swimming and coach rugby and cricket. Some Junior Mathematics an advantage. Non-resident.
Salary above Burnham plus London weighting.
Apply Headmaster.

Science

Heads of Department

BUCKINGHAMSHIRE
CALDICOTT, FARNHAM ROYAL
HEAD OF SCIENCE with experience, required in September to teach the subject to CE and PSS standard.
Ability to coach Cricket, Hockey or Rugby an asset but not essential. Salary in excess of Burnham Scale 2, with free board and lodging for single person.
Living out allowance for married applicant.
Applications, together with curriculum vitae and names and addresses of two referees to the Headmaster, Caldicott, Farnham Royal, Bucks. SL2 3SL.

Other Assistants

DORSET
CLAYESMORE PREPARATORY SCHOOL
Blandford
(I.A.P.S. Co-educational 8-14, 100 girls, 150 boys)
Required in September, 1980, a qualified SCIENCE TEACHER to organize the subject throughout the School and to teach up to Common Entrance and Scholarship level. There will be the opportunity to teach some Science in the Senior School. Ability to help with Games will be an asset.
Burnham salary scale, Government superannuation. If married, assistance towards education of children in both the Public and the Preparatory School. Accommodation for a single person.
Written applications and names of two referees to the Headmaster, Clayesmore Preparatory School, Iwerne Minster, Blandford, Dorset DT11 8PH.

DUMFRIESSHIRE
SCIENCE TEACHER, required September, by well established boys' boarding Preparatory School, situated in beautiful countryside affording excellent facilities for Field Work. The School has a well equipped laboratory and operates nature trail.
Applicants should be willing to supervise games/activities. Good single accommodation available: free board and lodging. Married accommodation may be available. Burnham Scale.
Further details write or phone Headmaster, Crawfordton House School, Moniaive, Dumfriesshire. Tel. 084 82311. Curriculum vitae and names of two referees should be sent with application.

KENYA
ST. ANDREW'S SCHOOL
Turi.
I.A.P.S.
See Overseas Appointments.

Social Studies

HAMPSHIRE
BASINGSTOKE TECHNICAL COLLEGE
Worting Road, Basingstoke
Telephone: 54141
DEPARTMENT OF GENERAL STUDIES
SENIOR LECTURER in GENERAL and COMMUNICATION STUDIES
Required for September, experienced, innovative teacher, to lead a section teaching General and Communication Studies, Social and Life Skills, to Craft and Technician, Catering, Health Studies, and Secretarial students throughout the College.
Application forms available from the Registrar.

Technical Studies

DUDLEY
Metropolitan Borough

DUDLEY COLLEGE OF TECHNOLOGY

LECTURER I IN ART CRAFT

Dudley College of Technology require a LECTURER I in ART/CRAFT with design knowledge and experience in Crafts Fabric, Printing, Weaving, Dress Design and Art Needlework subjects, to commence on 1st September 1980.
Salary: £3,480 to £6,088.
Further particulars and application forms are obtainable from The Principal, Dudley College of Technology, The Broadway, Dudley, West Midlands, DY1 4AS.

Other than by Subject Classification

BATH
BATH HIGH SCHOOL (GPDST)
Hope House, Lansdown, Bath
Required in September, 1980, experienced TEACHER for the nine-year-old group to teach GENERAL SUBJECTS including Mathematics.
Applications, with testimonials, to the Headmistress.

BERKSHIRE
MAIDENHEAD COLLEGE
(R.C. Independent day school for girls)
1 College Avenue, Maidenhead
(Roll 400)
For April, 1980, a qualified infant TEACHER for pre-school class of four-year-olds. R.C. preferred.
Apply, with names of referees, to the Headmistress.

BRISTOL
COLSTON'S PREPARATORY SCHOOL.
Stapleton, Bristol
I.A.P.S., 250 boys, 60 boarders
Required for April for Summer Term, TEACHER for FRENCH and ENGLISH up to C.E. level. Ability and willingness to help with games and other activities desirable. Bachelor accommodation available.
Please apply with curriculum vitae and names, addresses and telephone numbers of two referees to: The Headmaster, Colston's Preparatory School, Stapleton, Bristol BS16 1BA.

BRISTOL
COLSTON'S PREPARATORY SCHOOL
Stapleton, Bristol
I.A.P.S. 250 boys boarders.
Required for April, for Summer Term, TEACHER for FRENCH and ENGLISH up to C.E. Level. Ability and willingness to help with games and other activities desirable. Bachelor accommodation available.
Please apply with curriculum vitae and names, addresses and telephone numbers of two referees to: The Headmaster, Colston's Preparatory School, Stapleton, Bristol BS16 1BA.

CAMBRIDGESHIRE
KIMBOLTON SCHOOL
(PSYB, page 187)
Resident TEACHER for GENERAL SUBJECTS required in September, 1980, for co-educational 8-11 Preparatory Department of former D.G. now Independent School (140 pupils). Ability to teach P.E. and take charge of boys' games essential. Kimbolton Salary Scale.
Applications with curriculum vitae and names of two referees to the Headmaster, Kimbolton School, Kimbolton, Huntingdon, Cambridgeshire PE18 0EA.

DORSET
CLAYESMORE PREPARATORY SCHOOL
Blandford
I.A.P.S. Co-educational 8-14
100 Girls, 150 Boys
Required in September 1980 a qualified TEACHER to teach primary school subjects in the eight to ten age group. Ability to help with Games is essential.
Burnham salary scale, Government superannuation. If married, assistance towards education of children in both the Public and the Preparatory School. Accommodation for a single person.
Written applications and names of two referees to the Headmaster, Clayesmore Preparatory School, Iwerne Minster, Blandford, Dorset DT11 8PH.

EALING
LONDON W.13
NOTTING HILL AND EALING HIGH SCHOOL, GIRLS' PUBLIC DAY SCHOOL TRUST
2 Cleveland Road, Ealing, London W13 8AX.
Required for September, 1980, a well-qualified GENERAL SUBJECTS TEACHER for a class of nine to 10 year olds, who can, if possible, offer Mathematics and Art as special interests. Experience preferred.
Burnham Scale with "Inner" London allowance.
Apply with full particulars and the names of two referees to the Headmistress of the school.

KENT
Qualified experienced TEACHER required in April or September, 1980 to take form of 8 in 9-year-old boys. Ability to take games and extra curricular activities required.
Salary negotiable (Holmewood Scale).
Apply to The Headmaster, Holmewood House, Langton Green, Tunbridge Wells, with names, addresses and telephone numbers of two referees and curriculum vitae.

LONDON SW14
Required for May/September 1980, TEACHER of GENERAL SUBJECTS in I.A.P.S. boys' day school. Ability to assist with rugby and cricket essential. Salary at least equivalent to Burnham Scale with full London allowance and Teachers' superannuation.
Apply in writing, giving full career details and the names of two referees to The Headmistress, Tower House School, 188 Sheen Lane, East Sheen, SW14 8LF.

LONDON W6
ST PAUL'S GIRLS' PREPARATORY SCHOOL
A qualified TEACHER with several years experience required in September, to be responsible for a class of 10-11 girls, teaching MATHEMATICS but also other subjects. Also to teach mathematics to a group of ... years. To be familiar with requirements for entry to ... Schools and the Common Entrance. London Burnham ... Superannuation.
Please reply with curriculum vitae and the names of at least ... referees to: The Headmistress ... House, Luxembourg Gardens, Hammersmith, W6 7EA.

NORFOLK
BEESTON HALL
West Runton, Cromer ...
I.A.P.S. Co-ed Boarding ... requires September ... TEACHER to take charge ... 8 or 9-year-olds form.
Ability to help with ... or girls' games advantage ...
Salary Burnham ... superannuation.
Apply Headmaster.

NORTHAMPTONSHIRE
THE JUNIOR SCHOOL
WELLINGBOROUGH SCHOOL
(I.A.P.S. Boarding/Day ... tional 250 pupils).
The following are required ... tember due to expansion ... anisation.
A qualified TEACHER ... LATIN throughout the ... C.E. level.
Two qualified teachers ... GENERAL SUBJECTS in the ... and Middle school, one ... should have a bias towards ... Craft.
A student TEACHER, to ... ted for one year, who can ... combination of JUNIOR ... LATIN, ENGLISH and History ... well as games.
A willingness to play a ... in the life of the school ... to take out of school ... well as help with games ... tial. Burnham Scale ... modation available.
Apply with curriculum ... names of two referees to ... tor of the Junior School ... borough School, Northampton ... NN8 2BU.

OXFORD
COTHILL HOUSE
Near Abingdon.
(I.A.P.S. 130 boys)
Qualified TEACHER ... September, 1980, to ... ERAL SUBJECTS on the ... side. Games essential ... ham Scale, plus. Bachelor ... modation available.
Apply to the Headmaster ... particulars of names and ... of two referees.

OXFORD
GREYCOTES SCHOOL
1 Bardwell Road
(Independent: 240 pupils aged 3-11)
There will be vacancies ... September for a TEACHER ... fants and a TEACHER of ...
Applications are invited ... well-qualified teachers.
Please write immediately ... Headmistress at the school ... full details of qualifications ... perience, age group ... special interests and the ... two people to whom referen... be made.
Burnham Scale. Government Superannuation.

SURREY
ST HILARY'S SCHOOL
Godalming
(AHMPS. 325 boys and ... 3-12 + years)
Applications are invited ... additional member of staff ... September, 1980. Applicants ... must be qualified should ... the Principal stating their ... and giving curriculum vitae ... names of referees. Preference ... be given to those offering ... or mathematics and help with ... work, football and cricket ... tion is general subjects.
Burnham Scale and London ... allowance. Government Superannua... tion.

WEST SUSSEX
Required for September, a ... experienced TEACHER for the ... ception Class (4½ to 5½ year ...
Please apply in writing and ... curriculum vitae and the names ... two referees to the Headmaster ... Arundale School, Pulborough ... Sussex.

WILTSHIRE
ST. MARY'S SCHOOL
Calne
Required in September 1980 ... GRADUATE for Junior ... School to teach a class of ... 11-year-olds and prepare ... the 11-plus Common Entrance ...
A qualification in ... would be an advantage.
The post could be resident ... non-resident.
Apply with curriculum vitae ... The Headmistress, St. ... School, Calne, Wiltshire.

PRIVATE School Chelsea ... qualified experienced TEACHER ... All subjects for small ... C.E. exam class ... essential. Games ... driver helpful. 01-352 ...

Colleges of Further Education

Heads of Department

HAMPSHIRE
COUNTY COUNCIL
BASINGSTOKE TECHNICAL COLLEGE
Worting Road, Basingstoke
Telephone: 54141
HEAD OF DEPARTMENT OF DESIGN AND ART
Grade II
(Second advertisement)
Applications are invited for the above.
Salary on scale £7,32... plus £8,983 plus supplement ...
Application forms and further particulars available from the Registrar of the college.
(Previous applicants ... letter only if wishing to be reconsidered.)
Closing date for receipt of applications: 7th March.

ISLE OF MAN
BOARD OF EDUCATION
ISLE OF MAN COLLEGE OF FURTHER EDUCATION STUDIES
BUSINESS STUDIES DEPARTMENT
LECTURER I required for ... 1980, or earlier, to teach ... tion of the following ... SHORTHAND, TYPEWRITING ... OFFICE PRACTICE, BUSINESS ... DUTIES, and ... TION COUNCIL subjects at ... and National levels.
Application forms and ... details can be obtained ... of a self-addressed envelope ... the Principal, Isle of Man ... of Further Education ... Road, Douglas, Isle of Man ... whom completed forms ... returned by Monday ... 1980.

COLLEGES OF FURTHER EDUCATION

continued

SHROPSHIRE
EDUCATION COMMITTEE
BRIDGNORTH COLLEGE OF FURTHER EDUCATION
Stourbridge Road, Bridgnorth
Salop, WV15 6AL
HEAD of DEPARTMENT OF BUSINESS AND GENERAL STUDIES GRADE III
The post falls vacant on September 1, 1980, following the retirement of the present ...
Applicants should have ... appropriate qualifications ... degree and/or professional qualification in Business Studies and a Cert.Ed. or equivalent) and relevant experience (teaching and administration, commerce).
Further particulars and application forms from the Principal to be returned by March 7, 1980.

SHREWSBURY
SHREWSBURY TECHNICAL COLLEGE
(Re-advertisement)
Required as soon as possible:
SENIOR LECTURER IN PROFESSIONAL COOKERY
Further particulars and application forms obtainable from The Principal, Shrewsbury Technical College, London Road, Shrewsbury, SY2 6PR, to whom they should be returned not later than Wednesday, 5th March, 1980.

SOMERSET
YEOVIL COLLEGE
SENIOR LECTURER/HEAD of SCHOOL of MATHEMATICS ... Sixth Forms and Tertiary College.

SUTTON
(London Borough of)
CARSHALTON COLLEGE OF FURTHER EDUCATION
Nightingale Road, Carshalton
Surrey SM5 2EJ
Telephone 01-647 0021-7
Principal: L. P. Lawrence, M.Sc., F.Inst.P., F.R.I.C.
LECTURER II in Computing and Data Processing required as soon as possible to teach BEC/TEC COMPUTER STUDIES courses and Business Studies courses involving Data Processing. A good knowledge of programming in Cobol is essential.
Salary scale, Lecturer II, £5,214 to £8,044 p.a. (including London Allowance).
Application forms and further particulars are available (on receipt of a stamped self-addressed envelope) from the Principal of the College to whom completed forms should be returned within 14 days of the appearance of this advertisement.

Other Appointments

BARKING AND DAGENHAM
(London Borough of)
BARKING COLLEGE OF TECHNOLOGY
ENGINEERING DEPARTMENT
LECTURER Grade I (three posts) are required as soon as possible for Mechanical/Production T.E.C. and City and Guilds Mechanical Craft courses.
Applicants should be able to offer one or more of the following subjects: Manufacturing Technology, Economics of Manufacture, Quality Control, Control Engineering, Craft Theory and Practice.
A minimum technical qualification desirable is H.N.C. in Mechanical/Production Engineering or City and Guilds Final Certificate but applications from all persons with considerable relevant industrial experience will be considered.
Salary scale: Burnham Lecturer I Scale £3,480 per annum to £6,088 per annum.
Additions: (a) London Weighting £609 per annum; (b) Interim Award 7½ per cent on existing scales subject to a minimum increase of £288 per annum.
Requests for application forms and further details must be accompanied by a foolscap S.A.E. and sent to the Administrative Officer, Barking College of Technology, Dagenham Road, Romford RM7 0XU. Completed forms must be returned within 14 days of the appearance of this notice.

BARKING AND DAGENHAM
(London Borough of)
BARKING COLLEGE OF TECHNOLOGY
LECTURER Grade 1
(Counsellor)
Responsibility is to the Director of the Careers and Counselling Unit and covers the whole field of counselling and careers work.
Informal talks are welcome to Mr D. Copleston, Unit Director, Romford 66841 Extension 46.
Salary scale: Burnham Lecturer I Scale £3,480 p.a. to £6,088 p.a. Additions: (a) London Weighting £609 p.a. (b) Interim Award 7½ per cent on existing scales subject to a minimum increase of £288 p.a.
Requests for application forms and further details must be accompanied by a foolscap s.a.e. and sent to: The Administrative Officer, Barking College of Technology, Dagenham Road, Romford, RM7 0XU. Completed forms must be returned within 14 days of the appearance of this notice.

BEDFORDSHIRE
EDUCATION SERVICE
DUNSTABLE COLLEGE
LECTURER GRADE I required April 1980, to teach Electrical subjects. Ability to lecture on MATHEMATICS and COMPUTER work would be an advantage. Applicants must be suitably qualified.
Salary £3,552 to £6,060 (under review).
Application forms and particulars from the Principal, Dunstable College, Kingsway, Dunstable, Beds. Tel.: 0582 69151.

BIRMINGHAM
FIRCROFT COLLEGE
Selly Oak
This residential adult college, opening to men and women in September, 1980, has vacancies for THREE TUTORS in a range of liberal studies, such as HISTORY, POLITICAL and SOCIAL STUDIES, ECONOMICS, INDUSTRIAL STUDIES, COMPUTERS, PSYCHOLOGY, etc., with special reference to life and work in a modern technological environment.
Salaries on Burnham Lecturer II scale: £4,470 to £7,144. One post may be as Senior Tutor, £6,567 to £8,263. Accommodation available for one resident tutor.
Particulars from the Bursar, Fircroft College, Selly Oak, Birmingham B29 6LH (021-472 0116). Closing date for applications: March 10th.

BRENT
(London Borough of)
WILLESDEN COLLEGE OF TECHNOLOGY
Principal: A. K. Barnard, BSc., Ph.D., C.Chem., F.R.I.C.
DEPARTMENT OF PROFESSIONAL BUILDING STUDIES
Appointment of PRINCIPAL LECTURER

Candidates for the post should be professionally qualified and have considerable lecturing and administrative experience appropriate to the work of the Department.

The successful candidate will be required to:

(a) give academic leadership and lecture in a major subject of study in at least one of the disciplines of management and technology in the construction industry;

(b) to make a full contribution as a member of the Departmental Management team;

(c) accept responsibility for the development of TEC programmes in Building and Civil Engineering Studies, including the updating of programmes, in addition to other developments within his, or her, own sphere of operations.

The person appointed to the post will also be expected to participate in the broad issues of development and management affecting the Department as a whole and to show active interest in the affairs of professional bodies and other organisations associated with the work of the Department.

Salary Scale: £8,289 to £10,348 (Bar £9,132) inclusive.

Further particulars and application forms are available from The Chief Administrative Officer, Willesden College of Technology, Denzil Road, London NW10 2XD (Tel: 01-459 0147 and 01-451 3411) returnable within 14 days.

Relocation assistance available in approved cases.

BROMLEY
(London Borough of)

BROMLEY COLLEGE OF TECHNOLOGY
Rookery Lane, Bromley, Kent
BR2 8HE
Tel: 01-462 6331

Required as soon as possible:

LECTURER Grade II in ELECTRONIC ENGINEERING to take Electronics and associated subjects in Technician Education Council Electronics and Communication Engineering Higher Certificate Programmes. Previous teaching experience in Micro-electronics would be an advantage.

Salary (under review) £5,214 to £8,044 inclusive of Outer London Allowance.

Application forms and further details available from Principal's Secretary. Completed forms to be returned by 7th March, 1980.

CLEVELAND
COUNTY OF

STOCKTON-BILLINGHAM TECHNICAL COLLEGE

Details of the following posts and application forms can be obtained from The Principal, Stockton-Billingham Technical College, The Causeway, Billingham, Cleveland, TS23 2DB. The closing date for applications is 14 days from the appearance of this advertisement.

80/2 LECTURER I IN BUSINESS STUDIES

Applications are invited from persons with good business experience and a teaching qualification. Successful teaching experience will be an advantage, as will the possession of an appropriate business qualification. The teaching duties include Business Data Processing and Business Calculations for students on BEC General and National courses and a clerical and Commercial course for adults under the TOPS scheme.

80/3 LECTURER I in SOCIAL ADMINISTRATION & POLICY with Sociology

This is a post for a GRADUATE holding a teaching qualification, to teach Social Administration and Social Policy to students pursuing full-time and part-time courses of initial preparation for a variety of caring careers, as well as to part-time students following post-experience schemes. Practical experience in social work, social service administration or a similar field is highly desirable, as is the ability to teach Sociology up to "A" level of the G.C.E.

80/4 LECTURER I in EARLY CHILDHOOD STUDIES

A qualified TEACHER is required, trained and experienced in work with under-fives. An additional qualification or at least further study of the growth, development and care of children in the first five years of life is highly desirable. Experience of supervising NNEB students during practical training would be an advantage. Teaching duties will embrace both initial and post-experience courses.

Salary Scale (Burnham FE Lecturer I): £3,480-£6,088.

Applications are invited from graduates with proven industrial and educational experience for the post of:—

HEAD OF DIVISION OF CIVIL ENGINEERING AND CONSTRUCTION

The Head of the Division will be responsible for the organization and development of a full range of courses under the jurisdiction of the Technician Education Council up to the most advanced levels, and for the maintenance of close and extensive contacts with industrial firms.

The salary is at present under review, but will not be less than the Principal Lecturer Grade, Burnham Scales of Salaries for Teachers in Establishments of Further Education:— £7,860-£8,523 (Bar)-£9,639 (plus the supplement of £9 per month).

Application forms and further particulars are available from: Staffing Officer, Bradford College, Great Horton Road, Bradford, BD7 1AY, and completed forms should be returned so as to reach him not later than 7th March, 1980.

Bradford College

DURHAM
COUNTY COUNCIL
DURHAM AGRICULTURAL COLLEGE
LECTURER 1B HORTICULTURE/WARDEN
Salary in accordance with Burnham F.E. Report plus warden's allowance. Accommodation within the college or house available on college estate.
Further details and form of application, returnable by 7th March, 1980, from Principal, Durham Agricultural College, Houghall, Durham DH1 3SG on receipt of stamped, addressed envelope.

DURHAM
COUNTY COUNCIL
BISHOP AUCKLAND TECHNICAL COLLEGE
DEPARTMENT OF BUSINESS AND GENERAL STUDIES
LECTURER Grade I in BUSINESS STUDIES required for September 1st, 1980.
Candidates should have appropriate qualifications with commercial teaching experience and should be capable of teaching Accounting and Related Subjects up to B.E.C. National level.
Further details and application forms, returnable by 7th March, 1980, available from the Principal, Bishop Auckland Technical College, Woodhouse Lane, Bishop Auckland (telephone Bishop Auckland 603032/3), on receipt of a stamped addressed envelope.

EAST SUSSEX
COUNTY COUNCIL
Ref. 80/8. LECTURER to teach LIBERAL STUDIES including General and Communication Studies to TEC courses. Ability to teach a Business Studies project an advantage.
To commence Summer term, 1980, or as soon as possible thereafter.
Salary, Lecturer I scale, £3,480-£6,088 per annum, depending upon qualifications, training and industrial/teaching experience.
Details and forms, returnable by first post Monday, 10th March, 1980 from the Principal, Hastings College of Further Education, Archery Road, St. Leonards-on-Sea TN38 0HX.

Readvertisement.
GLOUCESTERSHIRE
LECTURER, Grade I, required for PATTERNMAKING INTEGRATED COURSES as soon as possible.
Qualifications equivalent to C.G.L.I. Full Technological Certificate in Patternmaking, with good industrial experience. Teaching experience is desirable.
Salary, Lecturer Grade I, £3,768-£6,438 per annum.
Further particulars and application form from the Principal, Gloucestershire Technical College, Stratford Road, Stroud; 8th February, 1980.

HAMPSHIRE
COUNTY COUNCIL

HIGHBURY COLLEGE OF TECHNOLOGY
Portsmouth

DEPARTMENT OF HOTEL-KEEPING and CATERING

SENIOR LECTURERS (2) required as soon as possible to teach at least one of the following subjects to HND, HCIMA Part B, and OND students. The subject treatment being with reference to the Catering Industry.
LAW
ACCOUNTS
FOOD and BEVERAGES
ACCOMMODATION
Applicants should be well qualified and have had good teaching and industrial experience.
Salary range: £7,092 to £8,290 p.a.
Further details and application forms may be obtained from the College Secretary, Highbury College of Technology, Dovercourt Road, Cosham, Portsmouth, PO6 2SA, Hampshire. Tel.: Cosham 383131 Ext. 247.

HAMPSHIRE
BASINGSTOKE TECHNICAL COLLEGE
Worting Road, Basingstoke
Telephone: 54141
LECTURER Grade I—BUILDING
Versatile adaptable person, preferably with bricklaying or carpentry background to work mainly with craft apprentices in those trades. City and Guilds and teaching qualification are desirable but not essential. The post is ideally suited for anyone seeking a first appointment in teaching, and therefore teaching experience, although desirable, is not essential.
Salary on scale £3,480 to £5,992 plus 7.5 per cent.
Commencing salary according to age and experience.
Application forms from the Registrar.

HAVERING
(London Borough of)
LECTURER I
(six posts)
Required for September, 1980, in the following subjects: ELECTRONICS, RADIO AND TELEVISION: AUTOMOBILE ENGINEERING: SECRETARIAL SUBJECTS: HAIRDRESSING (to teach C. & G. Basic and Advanced level): GRAPHICS/INTERIOR DESIGN.
Salary Scale (inclusive of London Allowance). Further awards due in April and September.
Lecturer I: £3,175 to £6,815.
Commencing salary dependent upon qualifications and experience.
Application forms and further details available from the Principal, Havering Technical College, Ardleigh Green Road, Hornchurch, Essex RM11 2LL. Telephone: Hornchurch 53011.
Closing date: two weeks from the appearance of this advertisement.

HEREFORD AND WORCESTER
COUNTY COUNCIL

NORTH WORCESTERSHIRE COLLEGE

SCHOOL OF BUSINESS AND MANAGEMENT STUDIES

LECTURER II IN DATA PROCESSING

Applications are invited from suitably qualified and experienced persons for this post. The person appointed will be expected to lecture on Computer Studies, Data Processing and, in particular, Systems Analysis and Project Control. The work covers all BEC levels, NCC Threshold and Systems Analysis courses and various management courses. Programming experience preferably in COBOL is essential and an accounting background would be useful.
The appointment will be on the Lecturer II grade of Burnham F.E. Scale depending upon qualifications, training and experience.
Salary grade: £4,642 to £7,721 per annum under current review.
Please apply to the Director, North Worcestershire College, Bromsgrove, Worcestershire B60 1PQ, for application form and further details.

HERTFORDSHIRE
NORTH HERTS COLLEGE
DEPARTMENT OF CATERING AND HOTEL MANAGEMENT
LECTURER II IN ACCOMMODATION OPERATIONS
(Head of Section)
Required as soon as possible for the teaching of all aspects of accommodation operations and associated subjects to O.N.D., H.C.I.M.A. Intermediate levels.
Applicants should be suitably qualified and have had relevant industrial experience. The person appointed will be responsible for the organisation of accommodation operations programmes (both internal and external) for all full-time and part-time groups in the department.
Application form and further details (s.a.e. please) are available from the Vice-Principal, North Herts College, Broadway, Letchworth, Herts.

HERTFORDSHIRE
COUNTY COUNCIL
THE HERTFORDSHIRE COLLEGE OF BUILDING
St Peter's Road, St Albans
Hertfordshire AL1 3RX
Telephone, St. Albans (0727) 51273
Required from 1st September, 1980, or before if possible:
HEAD of DEPARTMENT, Grade II, GENERAL and COMMUNICATION STUDIES
Candidates must have an appropriate university degree or other qualification of a similar standard, a teaching certificate or diploma and substantial teaching experience. Industrial and/or commercial experience would be an advantage.
Required from 1st September, 1980.
LECTURER, Grade I, in MACHINE WOODWORKING to teach to Advanced Craft level all aspects of the City and Guilds course to students from the Construction and Furniture Industries.
Candidates should have had extensive relevant experience in the Construction or Furniture industries and hold appropriate technical qualifications. Teaching experience or teacher training would be an advantage.
Salary scales: Head of Department, Grade II, £7,330 per annum to £8,285 per annum. Lecturer, Grade I, £3,480 per annum to £6,088 per annum, plus £324 per annum London Fringe Allowance and £72 per annum on account of anticipated relativities award. Removal and other expenses payable in certain cases.
Application forms, returnable within 10 days of the appearance of this advertisement, and further details may be obtained from the Principal.

HERTFORDSHIRE
DE HAVILLAND COLLEGE
The Campus, Welwyn Garden City
Herts
DEPARTMENT OF ENGINEERING TECHNOLOGY
LECTURER I for MOTOR VEHICLE BODY REPAIR WORK required from September 1, or earlier if possible, to teach (and develop teaching methods) in CGLI 385 Motor Vehicle Body Repair Course Parts I, II and III. Good practical experience is required for this post as well as the ability to teach the theoretical subjects. Applicants should have technical qualifications to at least CGLI Full Technological Certificate standard, and a Certificate in Education is desirable.
DEPARTMENT OF COMPUTER STUDIES
(Boreham Wood site)
LECTURER II DATA PROCESSING and PROGRAMMING in Cobol required as soon as possible. Commercial programming experience desirable. Duties involve lecturing, student selection testing and interviewing, industrial consultation and liaison. Some personal consultancy work may be continued by arrangement.
LECTURER I COMPUTING. To join a lively team and teach programming or operations on full-time and adult re-training courses, all with a strong vocational bias. Both full-time and part-time applicants would be welcomed. The college computer (ICL CENTURY 201) is at Elstree Way, Boreham Wood site.
Assistance with removal expenses in approved cases.
Forms and further details from the Principal at the above address (telephone: Welwyn Garden 26318, ext 211).

HUMBERSIDE
COUNTY COUNCIL
NORTH LINDSEY COLLEGE OF TECHNOLOGY
Kingsway, Scunthorpe, South Humberside, DN17 1AJ
CATERING SUBJECTS LECTURER I
Applications are invited from men or women able to offer assistance in some/all of City and Guilds of London Institute 705, 706/1, 706/3 and 707 courses.
We require a versatile, well-qualified, experienced person to join an enthusiastic team.
Salary: Burnham F.E. Lecturer I £3,173-£5,934 (under review).
To commence 1st September, 1980.
Closing date for applications, 14 days from this advertisement.
Further details are available from the Principal. Telephone enquiries welcome: 0724 ... Ext. 25.

LIVERPOOL

MILLBANK COLLEGE OF COMMERCE
Bankfield Road, Liverpool
L13 0BQ

LECTURER I in OFFICE SKILLS

Required as soon as possible to teach typewriting, clerical duties, business calculations and life and social skills to young unemployed people attending the college on a day-release basis whilst on Youth Opportunities Programme Work Experience Schemes.
The post is temporary to 31st August 1980, in the first instance.
Forms available from (S.A.E.) and returnable to the Principal by 3rd March, 1980.

LIVERPOOL

MILLBANK COLLEGE OF COMMERCE
Bankfield Road, Liverpool
L13 0BQ

Required as soon as possible to join the College's team of LIFE and SOCIAL SKILLS TUTORS, to teach young unemployed people attending the College on day-release from Government Sponsored Work Experience Schemes.
The person appointed would be expected to teach some or all of the following subjects: Basic Maths and English, Life and Social Skills.
The post is temporary to August 31st, 1980, in the first instance.
Forms available from (SAE) and returnable to the Principal by March 3rd, 1980.

LONDON

INNER LONDON EDUCATION AUTHORITY

SOUTH WEST LONDON COLLEGE

PROFESSIONAL AND GENERAL EDUCATION DEPARTMENT

Applications are invited for a LECTURER Grade I in the GENERAL EDUCATION DIVISION of the Department. The vacancy is immediately available. The successful candidate will be professionally trained and be able to offer Mathematics, English, and preferably one other subject from: Commerce, Economics, Accounts, General Principles of Law and Sociology to G.C.E. "O" Level.
Salary Scale: Lecturer I: on an incremental scale within the range £3,768-£6,438 (plus £609 Inner London allowance). Starting point depending on qualifications, training and experience. Salary in accordance with Burnham interim award and subject to formal approval.
Assistance may be given towards household removal expenses. Further details and forms of application returnable within 14 days from the Deputy Senior Administrative Officer, South West London College, Tooting Broadway, S.W.17. (T.214).

LONDON

INNER LONDON EDUCATION AUTHORITY

SOUTH LONDON COLLEGE
Knights Hill
London SE27 0TX

DEPARTMENT OF PHYSICAL SCIENCES

A LECTURER II in MATHEMATICS is required for September, 1980, to teach G.C.E. ("O" and "A") together with servicing work in O.N.D., B.E.C./T.E.C. courses in Physical Sciences, Business Studies and Telecommunications. The ability to teach computer studies as a component of the above courses would be an added qualification.
Salary: On a scale from £4,806 to £7,686 plus £609 London Weighting. Salary in accordance with Burnham interim award, subject to formal approval.
Application forms, returnable within 14 days of the appearance of this advertisement, are obtainable from the Clerk to the Governors at the above address. Please enclose a stamped addressed envelope.

LONDON

ACTON TECHNICAL COLLEGE
LECTURER I in BUSINESS STUDIES with some specialisation in Accounts and/or Marketing, to join B.E.C. teaching team.
Write or telephone to: Registrar, Acton Technical College, High Street, London, W3 6RD, for further details and application form.

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ilea colleges

INNER LONDON EDUCATION AUTHORITY

BRIXTON COLLEGE

56 Brixton Hill, London SW2

Required a.s.a.p. by the General Department as Lecturer Grade II, a suitably qualified teacher to lead, co-ordinate and support the work of the Social Studies staff section. Experience in teaching History or Geography at G.C.E. "O" level and/or C.S.E. an advantage.

Salary scale—£4,806-£7,686 plus £609 Inner London allowance, subject to formal approval, in accordance with the recent Burnham interim award.

Forms available from the Applications Secretary (ref. D21) on receipt of stamped addressed envelope and returnable by Friday, 7th March, 1980.

LONDON COLLEGE OF FURNITURE

Department of Communication and Foundation Studies

LECTURER II

to be responsible for teaching Art & Design History

to T.E.C. courses and some work with DATEC students. The post entails supervision of Visual Communication courses with full-time students—practical experience in this area will be advantageous. There are also some administrative duties attached to the post.

LECTURER GRADE II in Furniture Design

required to join a team involved with the teaching of design at all levels in Furniture and associated products.

Applicants should have a furniture background and preferably some experience in the fields of office seating and related products or equipment for the disabled.

The successful candidate will be expected to have some prototyping experience, undertake teaching at various levels of student ability and become involved in the College's Research and Development Programme.

LECTURER GRADE II

in Furniture Craftsmanship and Design

Required to join a teaching team concerned with the development of skills in the making and design of furniture.

Applicants should have a working experience in the development and working of high quality furniture, primarily in timber. An understanding of design disciplines would be expected. The use and manipulation of metals could also be an advantage.

The successful candidate will be expected to undertake teaching at various levels of student ability and become involved in the College's Research and Development Programme.

Department of Musical Instrument Technology — Electronics

LECTURER GRADE I

is required as soon as possible to teach electronics to Technician Education Council (T.E.C.) Diploma level in subjects related to electronic musical instruments and audio frequency engineering.

The person appointed should have a C. & G. Final or H.N.C./H.N.D. in electronics and a practical knowledge of electronic music systems.

Salary scale for Lecturer II: £4,806-£7,686 plus £609 Inner London Allowance. In accordance with the recent Burnham interim award, subject to formal approval.

Salary scale for Lecturer I: On an incremental scale within the range of £3,768-£6,438 (plus £609 Inner London Allowance) starting point depending on qualifications, training and experience.

Application form and further details available from: Senior Administrative Officer, London College of Furniture, 41-71 Commercial Road, London E1 1LA. Tel. No. 01-247 1935.

SOUTH LONDON COLLEGE

Knights Hill, London SE27 0TX

Department of Physical Sciences

A Lecturer II in Mathematics is required for September, 1980, to teach G.C.E. (O & A) together with servicing work in O.N.D./B.E.C./T.E.C. courses in Physical Sciences, Business Studies and Telecommunications. The ability to teach computer studies as a component of the above courses would be an added qualification.

Salary: On a scale from £4,806 to £7,686 plus £609 London Weighting. Salary in accordance with Burnham interim award, subject to formal approval.

Application forms, returnable within 14 days of the appearance of this advertisement are obtainable from the Clerk to the Governors at the above address. Please enclose a stamped addressed envelope.

SOUTH WEST LONDON COLLEGE

Professional and General Education Department

Applications are invited for a Lecturer Grade I in the General Education Division of the Department. The vacancy is immediately available. The successful candidate will be professionally trained and be able to offer Mathematics, English, and preferably one other subject from:

Commerce, Economics, Accounts, General Principles of Law and Sociology to G.C.E. "O" level.

Salary Scale: Lecturer I—on an incremental scale within the range £3,768-£6,438 (plus £609 Inner London allowance). Starting point depending on qualifications, training and experience. Salary in accordance with Burnham interim award and subject to formal approval.

Assistance may be given towards household removal expenses. Further details and forms of application returnable within 14 days from the Deputy Senior Administrative Officer, South West London College, Tooting Broadway, S.W.17 (T.214).

VAUXHALL COLLEGE of Building and Further Education

Belmore Street,
Wandsworth Road,
London SW8 2JY
Telephone: 01-928 4611

Department of Building Crafts

LECTURER II—FINISHING TRADES

A first class Painter and Decorator is required to assist with the work of a busy craft section and who will act as course co-ordinator with responsibility for organising and developing a range of servicing courses related to building crafts.

Applicants should have wide experience of craft processes in the construction industry and preferably be teacher trained.

LECTURER I—BRICKWORK PLUMBING, WALL AND FLOOR TILING

Applicants for these posts should be first class craftsmen, suitably qualified with sound experience of the construction industry and be capable of teaching apprentices in the appropriate craft section. Excellent and fully-equipped workshops are available.

Salary Scales (Burnham): Lecturer II—£5,415 to £8,295 (inclusive of £609 Inner London Allowance); Lecturer I—£4,377 to £7,047 (inclusive of £609 Inner London Allowance).

NB: In accordance with the recent Burnham Award, the above salary scales are subject to formal approval.

Application forms and further information are available from the Senior Administrative Officer at the College (ref: P.S.). Completed application forms should be returned by 7 March, 1980.

DURHAM COUNTY COUNCIL
DARLINGTON COLLEGE OF TECHNOLOGY
Principal: R. Exelby, M.A.(Oxon.), M.Inst.P.
DEPARTMENT OF ENGINEERING

Required on 1st September, 1980:

(a) Principal Lecturer in Engineering

Candidates should be prepared to act as co-ordinator for Craft Courses and have appropriate teaching experience with up-to-date expertise in some field of engineering
Salary Scale: £8,256-£10,362 (under review)

(b) Lecturer II in Accountancy

to teach particularly Management Accounting to professional and BEC courses. Ability to offer other allied subjects will be an advantage.
Salary Scale: £4,806-£7,686 (under review)

Application form and further particulars (returnable by Friday 7th March, 1980) obtainable from the Principal, College of Technology, Cleveland Avenue, Darlington DL3 7BB, on receipt of a stamped, addressed foolscap envelope. Please quote letter of post in which interested.

Cyngor Sir
DYFED
County Council

EDUCATION COMMITTEE

LLANELLI TECHNICAL COLLEGE
Alban Road, Llanelli, SA15 1NG
Tel.: Llanelli 59165
Principal: LEONARD A. JONES,
M.Sc.(Eng.), B.Sc.(Hons.), C.Eng., F.I.Mech.E.

Applications are invited for the post of:

LECTURER GRADE 1 in COMPUTER STUDIES

to commence duties on 1 September, 1980

The successful candidates will be expected to teach Computing to students on courses ranging from C.S.E. and G.C.E. 'O' level Computer Studies, through G.C.E. 'A' level Computing Science and BEC/TEC National Diploma in Computer Studies to H.N.C. Computing.

Graduate qualifications are desirable but not essential and it is expected that applicants will have had some experience in the applications of computers to business and/or industry. The ability to offer the theory and practice of operations, and hardware will be considered to be very advantageous.
Salary Scales: £3,480 by 15 increments to £5,988 plus £6 per month, subject to review.

Application forms and further details may be obtained from the Principal, to whom completed forms should be returned as soon as possible.

CANVASSING DIRECTLY OR INDIRECTLY WILL DISQUALIFY.
W. J. PHILLIPS, Director of Education, Education Department Headquarters, Pibwrlwyd, Carmarthen, Dyfed.

SOUTH GLAMORGAN COUNTY COUNCIL
BARRY COLLEGE OF FURTHER EDUCATION

Required for March 1st 1980, or as soon as possible thereafter, the following post:—

A. BFE.80/2
LECTURER GRADE I IN MATHEMATICS
Applications are invited from suitably qualified graduates to assist in the teaching of Mathematics to full-time and part-time students. Candidates should be able to teach up to and including G.C.E. 'A' level standard and may be expected to assist in the teaching of Commercial Mathematics in the Business Studies Department.
Previous teaching experience would be an advantage as well as an interest in computer work.
Required for September 1st, 1980, or as soon as possible thereafter, the following post:—

B. BFE.80/3
LECTURER GRADE I IN ACCOUNTANCY SUBJECTS
LECTURER GRADE I required to teach Accounts, Commerce and Related Subjects and in particular the BEC Core Modules, Numeracy and Accounting and the World of Work. Applicants should possess a Degree or suitable professional qualification. Previous teaching and industrial experience desirable. Essential requirements are the ability to work as part of a team and an enthusiastic commitment to the implementation of Business Education Council Courses.
Further details and application forms are available from the Principal, Barry College of Further Education, Colcot Road, Barry (Tel. 733251) to whom they should be returned within 14 days from the appearance of this advertisement. Please send a s.a.e.

Norfolk County Council

Norwich City College of Further & Higher Education

Ref. HKC1

Head of Department of Hotel-keeping & Catering
Grade VI

This post is available w.e.f. 1st September 1980, consequent upon the retirement of the present holder, Mr. G. H. Hind, FHCIMA AMBIM MRSH

Salary Scale £10,950-£12,075 (under review)

Application forms and further particulars may be obtained by sending a large stamped addressed envelope to the Chief Administrative Officer, Norwich City College of Further and Higher Education, Ipswich Road, Norwich, Norfolk NR2 2LJ, to whom completed forms should be returned within 21 days of the appearance of this advertisement.

COLLEGES OF FURTHER EDUCATION
continued

MANCHESTER (City of)
EDUCATION COMMITTEE
OPENSHAW TECHNICAL COLLEGE
Whitworth Street, Manchester,
M11 2WH
Tel. 061-223 8262
DEPARTMENT OF MECHANICAL ENGINEERING CONSTRUCTION
LECTURER, Grade I, to teach the theory and practice of refrigeration on CGLI and TEC courses
Application forms are obtainable from the Senior Administrative Officer at the College.
Closing date: March 7, 1980.

MERTON
(London Borough of)
MERTON TECHNICAL COLLEGE
Applications are invited for the post of LECTURER Grade I in MOTOR CYCLE ENGINEERING to join a teaching team primarily responsible for work with full-time, block release and part-time courses for the CGLI No. 390 Motor Cycle Mechanics Certificate. The ability to offer other mechanical/electrical Workshop subjects and/or teaching experience would be an added advantage.
Salary. Burnham Scale. Lecturer Grade I: Up to £6,438 per annum plus £609 per annum. London allowance.
Application forms and further particulars are available from the Chief Administrative Officer, Merton Technical College, Morden Park, London Road, Morden, Surrey, and are to be returned as soon as possible.
H. Davies, B.A., Acting Director of Education and Clerk to the Governors.

NEWCASTLE upon Tyne
(City of)
EDUCATION COMMITTEE
COLLEGE OF ARTS AND TECHNOLOGY
DEPARTMENT OF COMMUNITY, BUSINESS & INDUSTRIAL STUDIES
LECTURER II in BUSINESS STUDIES (Ref. BSD 80.31)
Lecturer II required as soon as possible to offer at least two of the following subjects: Business Organization, The Organization in its Environment, Accounts, Statistics, Insurance.
Salary Scale: £4,470 to £7,149.
Application forms and further particulars are available from the Principal, College of Arts and Technology, Maple Terrace, Newcastle upon Tyne NE4 7SA, and should be returned within 10 days of the appearance of this advertisement.

NORTH YORKSHIRE
COUNTY COUNCIL
CRAVEN COLLEGE OF ADULT EDUCATION
High Street, Skipton.
LECTURER I in FOOD STUDIES required from 1st September, 1980
The lecturer will be appointed to the Department of Catering and Home Management and will have a teaching programme drawn from the following, depending upon his/her qualifications and experience:— City & Guilds Catering 705 and 706 F.T. and P.T.; Kitchen Practice, Kitchen Theory, Food Science, Housekeeping. N.C.H.E.E. Home Management and Family Care: Food and Related Topics, Home Management. Some G.C.E. 'O' level work may also be included.
A reduced teaching programme will be given to a lecturer capable of acting as Course Tutor for the Home Management and Family Care Course.
Job description and application form obtainable from the Principal. Closing date 14 days after this advertisement.

RICHMOND upon Thames
RICHMOND UPON THAMES COLLEGE
LECTURER 2—CONSTRUCTION.
See TERTIARY Section.

RICHMOND upon Thames
RICHMOND UPON THAMES COLLEGE
LECTURER 2—PRINTING: Letter Assembly (Monotype).
See "Tertiary" Section.

SALFORD
COLLEGE OF TECHNOLOGY
DEPARTMENT OF ART AND INDUSTRIAL DESIGN
LECTURER GRADE I or II in GRAPHIC DESIGN
Salary: £3,480 to £5,992 plus £72 p.a. (Lecturer I); £4,470 to £7,149 plus £72 p.a. (Lecturer II).
Further particulars and forms of application may be obtained from the Principal, Frederick Road, Salford M6 6PU. Telephone: 061-736 6541.

SHROPSHIRE
WALKER TECHNICAL COLLEGE
LECTURER I in DATA PROCESSING
Required as soon as possible to teach mainly B.E.C. courses including the new B.E.C./T.E.C. Certificate in Computer Studies. Applicants should have recent practical experience in Commercial Data Processing.
Salary: Lecturer Grade 1, £3,768 to £6,438 (including interim award).
Application forms available from the Principal, Walker Technical College, Haybridge, Wellington, Telford, Shropshire, upon receipt of a stamped addressed envelope.

STAFFORDSHIRE
EDUCATION COMMITTEE
STAFFORD COLLEGE OF FURTHER EDUCATION
LECTURER I in Theoretical and Practical aspects of Food and Beverage Service and Allied Subjects for the Hotel and Catering Industry.
£3,480-£5,988 per annum.
Application forms and further details are available from the Chief Administrative Officer, Stafford College of Further Education, Earl Street, Stafford ST16 2QR.

SUFFOLK
COUNTY COUNCIL
LOWESTOFT COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF GENERAL STUDIES
LECTURER GRADE 1 in GENERAL STUDIES, PSYCHOLOGY and SOCIOLOGY required for 1st May, 1980.
Applicants should be qualified graduate teachers, preferably with experience of teaching in Further Education.
Application form and further details may be obtained by sending a S.A.E. to The Principal, Lowestoft College of Further Education, St. Peter's Street, Lowestoft, Suffolk NR32 2NB.
Closing date: two weeks from the appearance of this advertisement.

WEST SUSSEX
SOUTHERN AREA
WORTHING COLLEGE OF TECHNOLOGY
Broadwater Road, Worthing
SENIOR LECTURER in LAW to combine organizational responsibility with teaching aspects of Law to BEC National and Higher Awards, and Professional Final Courses. Duties to commence as soon as possible. This is a re-advertisement and previous applications will be reconsidered.
Salary in accordance with the Burnham F.E. Report, starting point dependent upon qualifications and experience.
Assistance with removal and resettlement expenses payable in approved cases.
Details and application forms obtainable from the Registrar at the College (s.a.f.e.).
Closing date 10 days after appearance of advertisement.

WILTSHIRE
SALISBURY COLLEGE OF ART
DEPARTMENT OF FASHION
(1) LECTURER GRADE II (temporary for two years) to teach third and fourth year advanced level students in FASHION DESIGN within a four-year Regional Diploma/SIAD Scheme commencing September, 1980.
(2) Salisbury College of Art requires TEMPORARY LECTURER(S) to teach third and fourth year VOCATIONAL FASHION for full-time Regional Diploma and SIAD membership. Minimum contract of 1/2 days per week for greater part of Summer Term, 1980.
Further particulars and details from the Clerk to the Governors, Salisbury College of Art, Southampton Road, Salisbury, Wiltshire SP1 2LW.
Completed application forms to be returned within 14 days.

Colleges and Departments of Art

Other Appointments

NORTH YORKSHIRE
COUNTY COUNCIL
YORK COLLEGE OF ARTS AND TECHNOLOGY
DEPARTMENT OF SCIENCE AND MATHEMATICS

LECTURER Grade I in MATHEMATICS / PHYSICAL SCIENCE required from 1 September, 1980, to teach Mathematics and Physical Science on TEC Certificate and Diploma programmes. Candidates should preferably be graduates with a teaching qualification.
Salary scale, £3,768 to £6,249 including initial pay award (initial placement according to qualifications and experience).
Application forms and further particulars may be obtained from the Principal, York College of Arts and Technology, Dringhouses, York YO2 1UA, to whom they should be returned by Friday, 7 March, 1980.

Polytechnics

Other Appointments

CITY OF BIRMINGHAM
THE POLYTECHNIC
FACULTY OF BUSINESS STUDIES AND LAW
DEPARTMENT OF ACCOUNTING AND FINANCE

RESEARCH ASSISTANT
Applications from good honours graduates are invited for the post of RESEARCH ASSISTANT on one of the following projects:
(a) Taxation Management
(b) Accounting Applications of Micro-Processors
(c) Accounting Reports For Employees
(d) Intra-Company Transfer Pricing.
Salary Scale: Lecturer I: £3,480-£5,992.
Further details and application forms (to be returned by 29th February, 1980) from: The Personnel Officer, City of Birmingham Polytechnic, Perry Barr, Birmingham B42 2SU.

WALES
THE POLYTECHNIC OF WALES
POLITECHNIG CYMRU
STUDENT SERVICES UNIT
COUNSELLOR

Salary: £5,791-£6,090 per annum inclusive, currently under review.
The appointee will develop and run the Polytechnic Counselling Service, within a small, interdisciplinary unit, under the supervision of the Controller of Student Services.
The Counsellor will have a broad interest in the problems of students, a recognised counselling qualification, or other similar training; membership of the Association of Student Counselling an advantage.
Further details and application forms may be obtained from The Assistant Director (Staffing), The Polytechnic of Wales, Pontypridd, Mid Glamorgan CF37 1DL.
Telephone: (0443) 405133, extension 2021.
Closing date: March 10th, 1980.

Universities

BIRMINGHAM
NEWMAN COLLEGE
(An Affiliated College of the University of Birmingham)
LECTURER II/SENIOR LECTURER in THEOLOGY
Applications are invited for the above post. The successful candidate will teach to degree level and must be able to offer Biblical Studies, more especially Old Testament. Some expertise in modern hermeneutical problems would also be an advantage. A strong interest in the Church in the Modern World and a willingness to develop the subject in order to share in its teaching will be an additional recommendation. Candidates without substantial teaching experience will not be considered. Closing date for applications: Monday, March 3, 1980.
Further particulars from: The Principal's Secretary, Newman College, Bartley Green, Birmingham B32 3NT.

DEPARTMENT OF CONSTRUCTION INDUSTRIES
Post Ref. No. 79/134

Applications are invited from suitably qualified candidates for the following post to take up appointment as soon as possible.

LECTURER I

to teach Electrical Installation work to electrical craft apprentices. Applicants should be suitably experienced and must be technically qualified in Electrical Installation work.

Teaching experience and/or training will be an advantage.

Salary in accordance with Burnham Education Scales.

Further particulars and application forms from the College Administrator (Ext. 1), to whom completed applications must be returned by 7th March, 1980.

KEIGHLEY TECHNICAL COLLEGE

CAVENDISH STREET, KEIGHLEY. Tel.65421

SHEFFIELD CHAPLAINCY FOR HIGHER EDUCATION

Anglican chaplain, male or female, lay or ordained, required for the University to be a member of this ecumenical team.

Application forms and further particulars from the Bishop of Doncaster, 5 Park Lane, Sheffield, S10 2DU, before 7th March, 1980.

The POLYTECHNIC WOLVERHAMPTON

Department of Languages and European Studies

Principal Lecturer in Spanish

Duties to commence 1st September 1980
Salary: £8256 - £10362 (under review).

Application forms and further details available from the Establishment Officer, The Polytechnic, Wulfruna Street, Wolverhampton WV1 1LY (telephone 0902-27371) (24 hr ansaphone service) to whom application forms should be returned within 14 days of the appearance of this advertisement.

CROYDON COLLEGE
Fairfield, Croydon, CR9 1DX

HEAD OF SCHOOL OF BUSINESS MANAGEMENT AND APPLIED SOCIAL STUDIES

Applications are invited for the above post which will become vacant on September 1st, 1980, on the retirement of the present Head.

The School does a considerable amount of advanced work at graduate and post graduate level.

The salary scale will be that of Head of Department, Grade VI, i.e. (from January 1st, 1980) £10,950-£12,075, plus £408 (London Weighting), but these figures are subject to further review.

Details of the post and application forms may be obtained from the Vice-Principal (Academic Administration) to whom completed forms should be returned by March 28th, 1980.

UNIVERSITIES
Appointments
continued

CARMARTHEN
TRINITY COLLEGE
Applications are invited for the post of LECTURER, Grade II, in BIOLOGY to teach B.Ed. (Honours) and B.A. Studies in the Rural Environment from 1st September, 1980.
Candidates should hold a good honours degree in an appropriate discipline and a postgraduate qualification in Education. A zoological bias and interest in field work would be an advantage. Teaching experience in a school is essential.
Applications, together with the names of two referees should be sent to the Principal not later than 7th March, 1980.

NEW ZEALAND
UNIVERSITY OF AUKLAND
POSTDOCTORAL FELLOWSHIP
(1) TOPIC: Control of cell growth by cyclic A.M.P.
Cell Biology: Professor R. K. Ralph. Experience with gel electrophoresis, radioisotopes and proteins would be an advantage.
(2) TOPIC: Topology.
Mathematics: Dr. I. L. Reilly.
These Fellowships are to be taken up during the period 1st February, 1980, to 28th January, 1981. They are for the purpose of carrying out advanced research but successful applicants may be expected to participate in limited teaching activities. They are primarily open to those who have completed the requirements for the Ph.D. degree at any university other than the University of Aukland, not more than 4 years before the time of application. Remuneration will be NZ$800 per month (taxable). Where applicable a return fare will be paid for the Fellow only. Those interested in further information should write to the appropriate staff member named above, and mark the envelope 'Postdoctoral Enquiry'. Conditions of Appointment and application forms are available from the Assistant Registrar (Academic Appointments), University of Aukland, Aukland, New Zealand, or from the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF. Applications, on the official application forms, will be accepted at any time up to 28th May, 1980.

OXFORD
UNIVERSITY OF OXFORD
DELEGACY OF LOCAL EXAMINATIONS
Appointment of ASSISTANTS to the SECRETARIES
The Delegates intend to make additional appointments of persons suitably qualified to assist the present staff with the range of subjects in which the Delegacy conducts examinations and with associated work. All applicants must have graduate or equivalent qualifications; teaching experience is desirable. The successful applicants will be expected to begin work on 1 September, 1980.
The appointments (at least two will be made, but not more than three) will be at the level of Assistant to the Secretaries, for which the salary scale, according to age and experience, will run from £4,402 per annum, rising by annual increments to a maximum of £8,083. The starting point on the scale will be decided in each case in the light of the qualifications and experience of the successful applicant. Preference will be given to applicants between the ages of 24 and 35, but older candidates will not necessarily be excluded. Promotion to the rank of Assistant Secretary may be possible in due course.
Graduate staff are required to belong to the University Superannuation Scheme.
Further particulars, and forms of application, to be returned by Friday, 28 March, 1980, may be obtained from the Secretary of Local Examinations, Ewert Place, Summertown, Oxford, OX2 7BZ.

UNIVERSITY APPOINTMENTS
are also advertised in
THE TIMES HIGHER EDUCATION SUPPLEMENT

The newspaper of higher education provides a noticeboard for all University appointments.
It has a large established academic readership in Universities and Polytechnics and in other areas from which staff are recruited. Recent research shows that it is the paper selected by the academic staff themselves as being a top source of information for job hunting.
For further information or to book advertising space please contact Classified Advertisement Department, The Times Higher Education Supplement, New Printing House Square, London WC1X 8EZ. Telephone Lorraine Williams, 01-837 1234, extension 675.

Colleges of Higher Education

HARROW
HARROW COLLEGE OF HIGHER EDUCATION
FACULTY OF SCIENCE AND TECHNOLOGY
Applications are invited for the following posts:
(1) PRINCIPAL LECTURER in the School of Engineering, to be responsible for MATHEMATICS and COMPUTING in the faculty.
Applicants should be of graduate status in an Engineering, Mathematics, Science or Computer discipline. Practical experience of a range of mini/micro computer applications is essential.
(2) LECTURER I in MECHANICAL ENGINEERING CRAFT STUDIES, to teach on City and Guilds 200 and 205 courses in the School of Engineering.
Applicants should hold HNC or Full C. & G. Technological Certificate in appropriate subjects.
(3) LECTURER I in PHYSICS to teach on G.C.E. "A" level and T.E.C. Certificate courses in the School of Sciences.
Applicants should have a degree or equivalent with Physics as a main subject and preferably some teaching or industrial experience. An interest in the applications of computers in Science courses would be an advantage.
The person appointed will be required to take up their duties on September 1, 1980, and to follow an inservice teacher training course if not already appropriately qualified.
Salary Scale: Lecturer I, £3,768 to £6,438; Principal Lecturer, £8,256 to £10,362; plus London Weighting (£609 per annum).
Application form, returnable within 14 days from the appearance of this advertisement, and further details may be obtained from the Principal, Harrow College of Higher Education, Northwick Park, Harrow HA1 3TP. Telephone: 01-864 5422, ext. 232.

HILL TOP INTERMEDIATE TREATMENT TRAINING CENTRE, ILKLEY

DEPUTY DIRECTOR

We require a Deputy Director for this three year Save the Children experimental project supported by a grant from the DHSS.

The project, based within the Bradford Metropolitan District, and immediately opposite Ilkley College, will attempt using experiential training methods to develop the skills of Intermediate Treatment workers, including teachers, social workers, youth workers and volunteers.

In addition the project will be available for staff from a variety of agencies to develop new skills which will enable them to work more effectively together.

The person appointed will need to be a qualified teacher, social worker or youth worker and have an understanding of Intermediate Treatment. Preference will be given to those applicants who have had some experience of training but it is not essential.

Salary is approx. £5,500 (free accommodation may be available).

Informal enquiries and applications to: Mike Whitlam,

Deputy Director of Child Care
Mike Whitlam
Save the Children Fund
157 Clapham Road
London, SW9 0PT
Tel: 01-582 1414

Save the Children

EDUCATION DEPARTMENT

Experienced and qualified

YOUTH WORKERS

are required for the following posts

Colville House, Lowestoft
Responsibility for long established Club meeting in its own substantial premises in this pleasant deep sea fishing port and holiday town.
Salary JNC 3 (2-6): £4,821-£5,406.

Beccles
Responsibility for Club meeting in separate purpose built premises on Middle School (9-13) site in this active and community minded market town on the edge of the Broads. Development of youth work in the district including support to existing groups and encouragement of voluntary effort.
Salary JNC 3 (1-5): £4,680-£5,262.*
*Interim comparability award to be added to these figures

General Information
The duties for both posts include supervision of part-time staff team, support to local voluntary groups, liaison with schools and other agencies, In-Service training, support and guidance available through an Area team structure. Application forms and further details are obtainable (send s.a.e.) from the County Education Officer (ref. GJS), Education Department, Grimwade Street, Ipswich, IP4 1LJ, (Tel. Ipswich 55801, Ext. 362 or 400). Forms to be returned within fourteen days of the appearance of this advertisement.

Suffolk County Council

Colleges of Education

NORWICH
KESWICK HALL COLLEGE OF EDUCATION
Temporary LECTURER II/SENIOR LECTURER in EDUCATION (PSYCHOLOGY).
Applications are invited from persons with appropriate qualifications and teaching experience for a temporary one-year full-time post for the academic year 1980-81.
Further particulars and application forms available from the Principal, Keswick Hall College of Education, Norwich, Norfolk, NR4 6TL. Closing date for receiving applications is March 13th, 1980.

UNILAB.—Science Equipment Research Appointments.—See Miscellaneous.

Adult Education

DORSET
HM PRISON
The Verne, Portland, Dorset.
(Re-advertisement, previous applicants will be reconsidered).
Required for September, 1980, LECTURER Grade I (£3768 to £6438) to teach BUSINESS and LIBERAL STUDIES.
Assistance with removal and legal expenses.
Application form (returnable by 13 March) and further details (foolscap S.A.E.) from Education Staffing Officer, County Hall, Dorchester Dorset DT1 1XJ.

Community Homes and Associated Institutions

SUNDERLAND
(Borough of)
SOCIAL SERVICES DEPARTMENT
WELLESLEY NAUTICAL SCHOOL
Blyth, Northumberland
(90 boys aged 14-17 years)
HOUSEMASTERS (three posts),
£4,644-£5,067 bar/£5,382.
Additional care staff to be appointed. There are no formal teaching duties. The role is caring for the welfare, recreation and social life of the boys. There are four living units in the school and applicants appointed would join one of the teams of staff involved.
Applicants should be mature young people with an interest in caring for disturbed and deprived adolescents by participating in the living situation and recreational programme.
Informal inquiries and visits welcomed. Phone Captain R. D. Swanston, Blyth 2773.
Application form and job specification are available from Staffing Sub-Section, Room 2.105, in the Town Hall and Civic Centre, telephone Sunderland 76161, extension 90.
The closing date for the return of completed application forms is 7th March, 1980.
L. A. Bloom, Chief Executive.

Youth and Community Service

CROYDON
EDUCATION COMMITTEE
ASSISTANT YOUTH SERVICE ADVISER

A new appointment for somebody with training skills. Roughly half the time will be spent training youth service personnel, mainly part-time workers, the other liaising with Intermediate Treatment and training group workers for immediate treatment projects. Experience in training essential.
Salary: Soulbury Youth Services Officers Main Range Points 12-16 (£7,026-£7,779 inclusive).
Further details and application forms are available from the Director of Education (P.B. Youth), Room 8-08, Taberner House, Park Lane, Croydon CR9 1TP (01-686 4433, ext. 2542).
Closing date Friday, 7th March, 1980.
Assistance with removal expenses available in approved cases. Informal inquiries may be made to the Youth Service Adviser (Bernard Doswell) on 01-686 4433, Ext. 2549.

EALING
(London Borough of)
YOUTH SERVICE
(a) YOUTH TUTOR/LEADER (Eastern Area)
Salary J.N.C. Range 3: £5,115 to £5,694 plus £609 London Allowance.
(b) ASSISTANT YOUTH TUTOR/LEADER (Central Area)
Salary J.N.C. Range 1, 2: £3,459 to £4,821 plus £609 London Allowance.
The Ealing Education Service offers challenging Youth Work within Area Teams responsible for club-based and unattached work, school and community links and multi-racial work.
Applicants for post (a) should be qualified and experienced Youth Workers or Teachers with Youth Work experience.
Post (b) would suit a qualified new entrant to the Youth Service.
For further details and application forms telephone 01-579 2424, Ext. 2614 (out-of-hours Ansaphone service 01-840 1995), or write to the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing, W5 5SU.
Closing date: 7th March, 1980.
Ref.: ED 1905.

GLOUCESTERSHIRE
COUNTY COUNCIL
COMMUNITY EDUCATION
Applications are invited from suitably qualified persons for the following posts:
DISTRICT YOUTH WORKER
SOUTH GLOUCESTERSHIRE
J.N.C. Range 3 (3-7) £5,040 to £5,622
YOUTH AND COMMUNITY WORKER
GLOUCESTER CITY
J.N.C. Range 3 (3-7) £5,040 to £5,622
WARDEN/LEADERS
J.N.C. Scale 2 £3,855 to £4,893
BISHOPS CLEEVE
Lydney, Northway
Bourton on the Water
Slow on the Wold
WARDEN/LEADER
BARTON BUILDINGS, GLOUCESTER
J.N.C. Range 3 (1-5) £4,752 to £5,334
DETACHED YOUTH WORKER
CHELTENHAM
J.N.C. Scale 2 £3,855 to £4,893
ASSISTANT WARDEN/LEADER
CHELTENHAM
J.N.C. Scale 1 £3,531 to £4,473
Details and application forms from the Chief Education Officer, Staffing Room 123, Shire Hall, Gloucester GL1 2TP. Closing date within 14 days of the appearance of this advertisement.

HERTFORDSHIRE
COUNTY COUNCIL
DACORUM DIVISION
AREA YOUTH AND COMMUNITY WORKER
based at
BENNETTS END YOUTH CLUB
Applications are invited from persons with experience and training in youth work. The post would be ideal for someone who can offer skills in social education projects, group work with difficult adolescents, and the promotion of other social activities in and outside the club. The applicant will be expected to lead a team of part-time paid and voluntary workers. Salary Scale JNC 3A plus London fringe.
Closing date: 7th March, 1980.
Apply to: Head of Department, Youth and Community Service, 10 George Street, Hemel Hempstead, Herts.

LONDON
THE DEVAS CLUB
requires an enthusiastic full-time DEPUTY WARDEN to assist in the running of a leading activity based club with a girls section. Excellent facilities available.
J.N.C. Scale II £3,785 to £4,821 + £474 London Weighting.
Enquiries to The Warden, The Devas Club, 2A Stormont Road, Battersea, London, S.W.11.

LONDON, N.W.6
OXFORD KILBURN CLUB
Appointment of WARDEN
This inner city youth and community centre in North-West London (under Christian management) needs someone to develop the range of its activities; with the maturity to support the Club Leader in youth activities; to recruit and train a team of Christian volunteers; to oversee the general administration.
This is a post for an energetic and adventurous person; resilience, humour and vision required. Ideally the person appointed will be professionally qualified as a youth and community worker or teacher. Appointment on secondment from London Borough of Brent.
Details from Brian Stansfield, Oxford Kilburn Club, Christian Hall House, 45 Denmark Road, N.W.6. Tel. 624 6292 or 328 3667.

NEWCASTLE-upon-Tyne
ST. JOHN BOSTE YOUTH CENTRE
Required, a full-time ASSISTANT YOUTH AND COMMUNITY WORKER
Applications are invited from suitably qualified persons for the post of full-time Assistant Youth and Community Worker.
Salary Scale: JNC3, £3,783 to £4,821 plus £272 per year Supplement
This is a large established centre offering a wide range of activities.
Application and job description forms from Rev. Fr. M. Conaty, St. John Boste Youth Centre, Phillipson Street, Walker, Newcastle-upon-Tyne NE6 3AS. To be returned completed by March 8, 1980.

NEWHAM
(London Borough of)
EDUCATION DEPARTMENT
YOUTH SERVICE
DEPUTY WARDENS
BRAMPTON AND EASTLEA YOUTH CENTRES
Applicants are invited from qualified YOUTH and COMMUNITY WORKERS or TEACHERS with relevant experience for the posts of DEPUTY WARDEN of the above L.E.A. Centres which cater for the needs of a wide range of young people.
Salary in accordance with the J.N.C. Scale 3 for Youth and Community workers points 1-5, £4,680 to £5,262 per annum plus £474 per annum London Weighting Allowance.
Application forms and further details are obtainable from the Director of Education, Education Offices, Broadway, Stratford, E15, and should be returned within 14 days of the appearance of this advertisement.
James Palling, Director of Education.

NORTH TYNESIDE
WHITLEY BAY BOYS' CLUB
Full-time LEADER required as soon as possible. Salary J.N.C. 1/2 depending upon qualifications and previous experience.
Application form and further details from: Mr. R. Oliver, Chairman, Whitley Bay Boys' Club, 44 Roxburgh Terrace, Whitley Bay, Tyne and Wear.

SANDWELL
(Metropolitan Borough of)
MANOR HIGH SCHOOL
(11 to 18 Comprehensive)
Required for April, 1980, or as soon as possible thereafter:
YOUTH TUTOR
Burnham Scale 3 or Youth and Community Workers J.N.C. Scale 3 (J.N.C. conditions in each case).
Manor High serves 3 housing estates. Youth Centre is part of campus and has been in operation for 6 years as part of service to community. Applicants need to be qualified teachers with youth work experience or qualified Youth and Community Workers, with flair to work with young people, particularly in allowing them to determine their own course of action and accept responsibility, and with proven administrative ability. Centre has concentrated more upon creative side of activities and experience in these areas an advantage with involvement with community.
Application forms available from and returnable to Head Teacher, Friar Park Road, Wednesbury, West Midlands. Closing date 4th March, 1980.

SHEFFIELD (City of)
FAMILY AND COMMUNITY SERVICES DEPARTMENT
The Moss, Limb Lane, Dore, Sheffield 17
TEACHER (GENERAL SUBJECTS)
Burnham Scale 1 plus £351 Special Schools Allowance
The Moss is an assessment/observation centre for up to 20 adolescent girls provided with education on the premises. We require someone essentially experienced to teach and assess groups of up to 10 difficult adolescents in general subjects. Hours: 9.00 a.m.—12.00 noon and 1.30 p.m.—4.30 p.m. Monday to Friday.
Removal, relocation expenses payable up to £750 in appropriate cases.
Application forms from the Recruitment Officer, Family and Community Services Department, Redvers House, Union Street, Sheffield, S1 2JQ. Tel. 734082. Closing date 5th March.

THE METHODIST CHURCH
Division of Education and Youth

SECRETARY
FOR REGIONAL DEVELOPMENT

The Division invites suitably qualified and experienced persons to apply for the above post. The Secretary will be responsible for maintaining and developing an existing programme of full-time field staff appointments; including attention to finance, management, staff appointments, in-service training, professional and personal support. The job offers an exciting challenge to a person committed to the work of Christian Education amongst children and young people.

Job specification and application form from: The General Secretary, MDEY (TES), 2 Chester House, Pages Lane, London N10 1PR. Closing date for applications Monday 3rd March 1980.

WESTHILL COLLEGE
(An Affiliated College of the University of Birmingham
Principal:
Alan G. Bamford,
J.P., M.Ed., F.R.S.A.

TUTOR IN COMMUNITY AND YOUTH WORK

Applications are invited from suitably qualified and experienced candidates for this post to work with a team of tutors in the Community and Youth Work Department engaged in training students for C.Y., C.Q.S.W., B.Ed., and Diploma qualifications. Field workers with experience of training, preferably with a graduate qualification, are invited to apply.

The appointment is for one academic year only to substitute for a tutor granted secondment. The post will be available with effect from 1st September, 1980, at Lecturer II level on the Burnham F.E. Salary Scale.

Closing date for applications: Friday, 7th March, 1980.
Further details of the post and mode of application may be obtained from the Principal.

YOUTH SERVICE

FULL-TIME LEADER
Range 3

(Points 1-5) and London Allowance

HAM & PETERSHAM YOUTH CLUB

Applications are invited from suitably qualified persons for the above post.

Further particulars and forms from Director of Education, Regal House, London Road, Twickenham, Middlesex, returnable by 12th March, 1980.

London Borough of
RICHMOND UPON THAMES

GLOUCESTERSHIRE COUNTY COUNCIL
COMMUNITY EDUCATION

Applications are invited from suitably qualified persons for the following posts:

DISTRICT YOUTH WORKER
South Gloucestershire
JNC range 3 (3-7) £5,040-£5,622

YOUTH AND COMMUNITY WORKER
Gloucester City
JNC range 3 (3-7) £5,040-£5,622

WARDEN/LEADERS
JNC scale 2 £3,855-£4,893
Bishop Cleeve, Lydney, Northway, Bourton on the Water/Slow on the Wold

WARDEN/LEADER
Barton Buildings, Gloucester
JNC range 3 (1-5) £4,752-£5,334

DETACHED YOUTH WORKER
Cheltenham
JNC scale 2 £3,855-£4,893

ASSISTANT WARDEN/LEADER
Cheltenham
JNC Scale 1 £3,531-£4,473

Details and application forms from the Chief Education Officer, Staffing Room 123, Shire Hall, Gloucester G1 2TP. Closing date within 14 days of the appearance of this advertisement.

RECREATION OFFICER

(SPORTS COACHING)

(Ref A23)

Salary £4,806-£6,273 inclusive dependent on experience. This is subject to a comparability award.

services for Lambeth's multi racial community.

As part of our overall development in community based services we have established a strong programme of coaching courses from taster to advanced levels.

The aim of such courses is to provide sport for the community, and particularly for those of us who do not regard ourselves as "track-suit types". This is achieved by close contact and liaison with local groups and organizing a wide range of activities in available facilities from sports centres to school halls to parks and open spaces.

We now wish to appoint a Recreation Officer for our existing team to continue the development of this type of programme. As well as possessing a range of appropriate coaching and teaching qualifications, it is imperative that you have the ability to manage and promote your courses in the form of written reports, publicity and personal contact. Regular evening and weekend work is involved.

As part of Lambeth's Equal Opportunities Policy, applications are welcome from people regardless of disability, marital status, race or sex.

Application forms obtainable from Personnel Officer, Directorate of Amenity Services, London Borough of Lambeth, 91 Clapham High Street, London SW4. Telephone 01-622 9944. Closing date 3rd March, 1980.

LAMBETH

EDUCATIONAL POSTS OVERSEAS

DIRECTOR OF COURSES

(GERMANY)

British Council Centre, Munich.
Required from 18 August, 1980.
To be responsible for teacher management and the detailed administration of ESP teaching activity at the Council's direct teaching base in Munich.
Qualifications: Degree plus postgraduate TEFL qualifications. Considerable teaching experience (preferably ESP) and previous administrative experience as Director or Assistant Director of Studies.
Tax-free salary on the scale £6,857-£9,494 p.a.
Benefits include: Foreign Service Allowance; Settling-in and baggage grant; accommodation and utilities allowances; Children's allowance.
Leave: 35 working days per year plus public holidays.
2 year contract with possibility of renewal. 80 HO 15

TEACHERS OF ENGLISH

(GERMANY)

British Council Centre, Munich.
Required from 18 August, 1980.
To teach multi-media ESP courses to highly motivated adult learners in modern well-equipped premises. Emphasis on banking, law, business studies, engineering and medicine.
Qualifications: Degree plus a postgraduate TEFL qualification. Minimum 2 years TEFL experience preferably in ESP.
Tax-free salary on the scale £4,026-£6,536 per annum.
Benefits: Foreign Service Allowance; Settling-in and baggage grant; accommodation and utilities allowances.
Leave: 35 working days per year plus public holidays.
2 year contract with possibility of renewal. 80 HO 16-20

LECTURER (EFL)

(SAUDI ARABIA)

Jeddah Oil Refinery Company Training Centre.
Lecturer required as soon as possible to assist in design and teaching of English Language courses for trainee maintenance craftsmen and operators. Candidates must be single men, age 25-35, with degree and TEFL qualification. Scientific/technical qualification and connected experience desirable.
Salary: £5,990-£7,434 p.a. payable in sterling.
Benefits: Overseas allowance; free furnished accommodation; employer's share of superannuation scheme; medical scheme; car loan.
Contract to 31 August, 1980, probably renewable. 79 AO 88

AID TO COMMONWEALTH TEACHING OF SCIENCE SCHEME

The following post is wholly financed by the British Government under the Aid to Commonwealth Teaching of Science (ACTS) Scheme. In addition to basic salary and overseas allowances (which will be free of UK income tax) other benefits include paid leave, free family passages, children's education allowances and holiday visits, free furnished accommodation and medical attention. Applicants should be citizens of the United Kingdom. Contracts will be for 2 years with the British Council.

SENIOR LECTURER IN SCIENCE EDUCATION

(NIGERIA)

Ahmadu Bello University, Zaria
Required for September, 1980, to act as Assistant Co-ordinator for National Certificate of Education Correspondence Course in Primary Education with special responsibility for science. The Assistant Co-ordinator will be concerned with materials production, organize 10 week seminar and act as Chief Examiner for Science course.
Qualifications: Science degree, plus teaching qualification. Candidates should have at least 5 years' teaching experience as well as experience in production of correspondence materials and teacher training.
Salary: £4,7493-£10,393 including 10 per cent inducement addition. 79 BU 105

Return fares are paid. Local contracts are guaranteed by the British Council. Please write briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post for further details and application form to The British Council (Appointments), 65 Davies Street, London W1Y 2AA.

THE BRITISH COUNCIL

Overseas Appointments

ECONOMY WITH EXPANSION IS POSSIBLE

VOLUNTARY AGENCIES AND GOVERNMENT CAN WORK TOGETHER

The League, which is a small voluntary society founded in 1919, has been exchanging teachers between Commonwealth countries for 60 years—more than 11,000 having taken part in that period. This has made a significant contribution to education—to international understanding—and to the special Commonwealth relationship.

With reduced teacher mobility in Britain and overseas; with longer and longer waiting lists of applicants; and yet with a difficult economic climate it was difficult to see what could be done. However, with cooperation between the League for the Exchange of Commonwealth Teachers and the Department of Education and Science and taking advantage of both the favourable exchange rate and present income tax concessions for people working overseas for a year it has been possible to take a new look at the situation.

A new scheme has therefore been proposed for September, 1980, exchange schemes with Canada, Jamaica, Barbados, Trinidad and the Bahamas and for January, 1981, with Australia, New Zealand, Kenya and Singapore, to enable more teachers to take part, for more flexibility in terms of length and type of exchange, without the increasing costs. The League is aiming at a 30 per cent increase in 1980-81 in the number of exchange places available for British teachers and 60 per cent increase in 1981/82. Local Authorities, teacher centres and teacher unions and associations have been notified of the changes and increased opportunities. Local Authorities are being invited to approach the League if they have special types of exchange which would be of particular value to them.

LEAGUE FOR THE EXCHANGE OF COMMONWEALTH TEACHERS, Ord Marshall House, 124 Belgrave Road, London SW1V 2BL. Telegrams: LECT, London, S.W.1. Telephone: 01-834 0596.

ITALY

Required urgently for South Italy, good TEACHER or ASSISTANT of ENGLISH courses start February/March for Spring Summer period. Answer by express letter to Big Man's School, 16 Via R. Margherita, Brindisi with photograph and curriculum vitae and telephone number.

TURKEY

Excellent opportunities for lively and enthusiastic TEACHERS of ENGLISH in good secondary school in beautiful Bursa. Teachers must be D.E.S. qualified to teach English.

Full information from Director of English, Cizakca College, Setbasi, Bursa.

KUWAIT

KUWAIT ENGLISH SCHOOL requires for September, 1980, qualified TEACHERS of CHEMISTRY, PHYSICS, BIOLOGY. Also PRIMARY TEACHERS required.

Apply sending curriculum vitae plus photograph to the Headmistress, Kuwait English School, P.O. Box 8640, Kuwait, Arabia.

MADRID

RUNNYMEDE COLLEGE

British Secondary Day School of 270 pupils (mixed), founded 1967, requires for September:—

(1) TEACHER of MATHEMATICS from 11 years to "O" and "A" level.
(2) TEACHER of HISTORY from 11 years to "O" and "A" level.
(3) TEACHER of GEOGRAPHY from 11 years to "O" and "A" level.
(4) TEACHER of ENGLISH from 11 years to "O" and "A" level.
(5) TEACHER of LATIN. Cambridge Latin from 11 years to "O" level. London "A" level.

Two year contracts renewable. Interviews London first week May.

For particulars and application forms write to the Headmaster, Runnymede College, Calle del Arna 9, Madrid 2, Spain.

SULTANATE OF OMAN

Woman ENGLISH TEACHER for AL NADHA private school, Kindergarten and lower primary. Good conditions and salary.

Details from Mr J. Hobbs, 1 Clovedon, Sid Road, Sidmouth, Devon.

JAMAICA

A private day school (K-12) students serving the [illegible] in central Jamaica requires qualified UNIVERSITY GRADUATE SPECIALISTS with experience teaching GCE "O" level to pupils of mixed ability for September 1980.

The school is located in a [illegible] community with a pleasant [illegible] (alt. 3000 ft).

Preference given to single or teaching couples who can offer a combination of subjects.

Salary range is US$[illegible] (yearly increment US$[illegible]) per annum, with full credit for teaching experience.

Also a housing allowance of US$1080 (no accommodation provided), air fare and health insurance.

Due to expansion, vacancies are expected in BOYS PE, HISTORY, GEOGRAPHY, SCIENCE, SPANISH, FRENCH, MATHS, ART, and subsidiary TYPING and MUSIC.

Send resumé and names of referees to Belair School, PO Box 156, Mandeville, Jamaica, West Indies.

OVERSEAS DEVELOPMENT

KNOW-HOW-vital to developing countries

Primary Education

Falkland Islands

To teach general Infants' class including Music, Craft or Library work in addition to the normal routine duties of a small Infant/Junior School. Applicants between ages 22-40 years should have a Teaching Diploma or Degree in Education.

Secondary Education

To take responsibility for Secondary Mathematics or English with small groups up to 'O' level with subsidiary work in at least one of the following: P.E., Art and Craft, Music, R.I. or Rural Studies. In addition to undertake normal routine duties of a small secondary school. Applicants between ages 22-40 years should have Teaching Diploma or Degree in Education.

Consideration will be given to the appointment of a husband and wife team to fill both vacancies.

Appointments two-three years. Salaries in range £3,912 pa-£6,822 pa which includes an allowance, normally tax-free, in range £1,020-£3,066 pa. Terminal gratuity 15% of basic salary.

Other benefits include free family passages, children's education allowances and subsidised accommodation. An appointment grant of up to £300 and an interest-free car purchase loan of up to £1,800 may be payable in certain circumstances. Superannuation rights may be safeguarded. Applicants should be citizens of the United Kingdom.

For full details and application form please apply quoting ref (315J) giving details of age, qualifications and experience to:

Appointments Officer,
OVERSEAS DEVELOPMENT ADMINISTRATION,
Room 301, Eland House,
Stag Place, London SW1E 5DH.

ODA

HELPING NATIONS HELP THEMSELVES

OVERSEAS DEVELOPMENT

KNOW-HOW: vital to developing countries

Primary Teacher Training—Mathematics

BOTSWANA

To teach basic mathematics up to about GCE 'O' level standard and to provide training in the teaching of mathematics throughout the full primary school age range; to participate in the professional training of students including the preparation and supervision of teaching practice; to contribute fully to the extra curricular activities of the college including those appropriate to a residential college. Some travelling in rural areas may be involved. Applicants up to age 55 should have a degree in Education with mathematics or a degree in mathematics or allied subject and postgraduate certificate in education. Non graduate teachers with suitable experience will also be considered. All applicants must have at least 4 years' experience in teaching in a primary or middle school, or other relevant experience and should also preferably have some experience in full or part-time teacher education work.

Appointment 30-36 months. Graduate salary in range £5,085-£8,791 pa which includes an allowance, normally tax free, range £1,626-£4,300 pa. Non graduate salary in range £5,166-£8,046 pa which includes allowance, normally tax free in range £2,136-£4,572 pa. Terminal gratuity of 25 per cent per annum of basic salary.

Other benefits include free family passages, children's education allowances and subsidised accommodation. An appointment grant of up to £300 and an interest free car purchase loan of up to £1,800 may be payable in certain circumstances. Superannuation rights may be safeguarded. Applicants should be citizens of the United Kingdom.

For full details and an application form, please apply quoting reference 315J, clearly stating post concerned, and giving details of age, qualifications and experience to:—

Appointments Officer,
MINISTRY OF OVERSEAS DEVELOPMENT,
Room 301, Eland House,
Stag Place, London SW1E 5DH.

ODM

HELPING NATIONS HELP THEMSELVES

[illegible]NISTRATION
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[illegible]TY COUNCIL
[illegible]ATION WELFARE OFFICERS
[illegible]T AND BOURNEMOUTH
[illegible] (AP 3-4/5)

[illegible] Welfare Service gives [illegible] social workers the opportunity to specialise in working with [illegible] and their families, from an educational setting. Officers are school based, but are seen as part of the Education Welfare Team. There is regular supervision and consultation.

[illegible] and Bournemouth are pleasant areas in which to live and [illegible] and offer a social worker [illegible] of the challenges normally [illegible] as being found in large [illegible] areas.

[illegible] assistance is given in [illegible] cases. For informal discussion please contact David [illegible], Principal Education Welfare [illegible] (Tel: Dorchester 3131, Ext. [illegible]

[illegible]ication forms returnable by [illegible] 11, 1980, and further details [illegible] County Education Officer, County Hall, Dorchester DT1 [illegible] (Tel: Dorchester 3131, Ext. [illegible]) (Please quote posts ED 191 [illegible] 1981.

ROYAL NATIONAL [illegible]STITUTE FOR THE BLIND
ASSISTANT EDUCATION OFFICER

[illegible] to £6,276 per annum [illegible] London Weighting) [illegible] retirement this post in [illegible] Education Department [illegible] available in May. The [illegible] appointed will work as one [illegible] responsible for the [illegible] and development of the [illegible] education services for [illegible] handicapped children and [illegible] schools ... for

Child Care

EAST SUSSEX

Bodiecombe, Battle
GREAT SANDERS SCHOOL

A resident HOUSEMASTER required at this Independent Boarding School for 48 Maladjusted Boys. It is unlikely that the person we are really looking for exists, but if you are enthusiastic, energetic, patient, understanding and of strong character, the Principals will welcome an application to include names and addresses of two referees.

Salary, R.C.C.O. Grade 2, 12 weeks annual leave.

Educational Psychologists

LONDON

KIDS CENTRE
FAMILY SUPPORT UNIT
North Camden

CLINICAL/EDUCATIONAL PSYCHOLOGIST

An experienced Psychologist is required to support the work being developed in this recently opened unit. The major focus will be the development and evaluation of home-based teaching programmes through Home Advisers along Portage lines, although the successful candidate will also be expected to work closely with the Unit Director as other services are established. This will be a

Removal [illegible]SEAS
able in certain
Informal [illegible]tments
directed to Mr
Psychologist [illegible]ired
Application fo[illegible]
details from the In[illegible]
tion, Town Hall [illegible]
Sunderland, SR3 [illegible]ARBADOS
applications should
be as to arrive [illegible]ODGE SCHOOL,
14th March 1980. [illegible] St. John
L. A. Bloom, Chief
September, 1980,
teach throughout
[illegible]th interest in
Spanish.
[illegible]eciality: West
[illegible]TS: Woodwork
[illegible]ing,
with interests

Examiners

NORTH REGIONAL EXAMINATIONS BOA[illegible]
for the
CERTIFICATE OF SECONDARY EDUCATI[illegible]
FRENCH. Agricultural

Applications are invite[illegible] with Art.
the posts of CHIEF EXAM[illegible]
in the following subject[illegible]
the 1980 C.S.E. Examin[illegible] EDUCATION —
[illegible]atics.
ACCOUNTS. Estimated with Surveying.
fee: £302; ENGLISH [illegible]tions of service
GUAGE, Oral, £543; FI[illegible] Barbados Gov-
£643; HOME ECON[illegible]ns.
£543; MATHEMATICS with curriculum
bus A, Traditional; £[illegible] testimonials and
A basic fee of [illegible] referees should be
an additional allowa[illegible]ministor not later
on the number of [illegible]uary, 1980.
fees are also paid
marking. All fees a[illegible]
annually.

Forms of appli[illegible]
further particulars [illegible]NG ENGLISH
tained from the Se[illegible]
the Board, North R[illegible]BROAD
aminations Board,
Road, Westerhope, [illegible]y vacancies have
upon Tyne, NE5, number of Inlingua
phone: 0632[illegible]ols of languages abroad
Clo[illegible]

for additional staff to teach ENGLISH to adults. Unexpected enrolment or other reasons mean that such vacancies have to be filled at short notice.

If you are interested in joining our short notice vacancy register to be considered for posts in Germany, Italy, Spain, Japan, then please write briefly, stating when available to take up a position referring to this advertisement and enclosing a first or second class postage stamp (international reply coupon or foreign stamp if abroad) but not a stamped addressed envelope to: Inlingua Teacher Services, Dept. T56, P.O. Box 82, Canterbury, Kent CT1 1BZ.

KENT

Good commission offered to agents and teachers who can introduce students to a small, first-class school of English.

We are known for providing students with good value for money and a consistently high standard of tuition. We are a quality school with a selective intake, specialising in examinations and long-term students. Our short-term Christmas, Easter and Summer courses are also designed to teach fast and effectively. We are, in short, the kind of school to which teachers can safely entrust their personal friends.

For all enquiries please contact, The Principal, Thanet School of English, 2 Vale Square, Ramsgate, Kent, U.K. Telephone 0843 591193. Telex 96[illegible] Thane [illegible].

KENYA

ST. ANDREW'S SCHOOL
Turi.
(Co-educational I.A.P.S. boarding preparatory school of 225 children aged six to 13-plus).
Required for September, 1980, SPECIALISTS for SCIENCE and GEOGRAPHY.

Willingness to help with games, extra curriculum activities, and a commitment to a school with a strong Christian tradition essential.

Free accommodation for married or single applicants. Paid flights and leave. School salary scale.

Applications, curriculum vitae, addresses and telephone numbers of at least two referees, and S.A.E., to D. S. Morris, Esq., Pine Cottage, Milford-on-Sea, Lymington, Hants. (Tel. Milford [illegible]).

SWEDEN

THE BRITISH CENTRE

Teachers aged between 21 and 40 required to teach ENGLISH as a foreign language in Sweden. Applicants must hold a formal teaching qualification. Normal minimum employment: one year from August, 1980.

For further information and application form please write on a postcard to: The British Centre (TE), 33 Palmeira Mansions, Hove, Sussex, BN3 2GB.

AMSTERDAM

BRITISH PRIMARY SCHOOL
Amsterdam
(currently 50 pupils in four classes)
HEAD TEACHER required for September, 1980.

Duties include teaching of a class.

Administrative experience essential. Minimum eight years' teaching experience required.

Salary: D.fl.48,000 per annum including responsibility and holiday allowances.

Application forms and further details from: The Chairman, The Board of Governors, BPSA, Jokerstraat 86, 1078 MG Amsterdam.

BERMUDA

Saltus Grammar School

An independent grammar school for boys, with a separate Junior Department, following British curricula. After G.C.E. 'O' levels, most students go on to Senior Year, a preparatory class for U.S. and Canadian universities.

TEACHERS

Required for September, 1980:—

SENIOR SCHOOL

ENGLISH to G.C.E. 'O' level with some Senior Year work (G.C.E. 'A' level equivalent). Must be willing to assist with Drama and take an active part in the extra curricular activities programme.

JUNIOR SCHOOL

Two form teachers for boys at J6 and J7 level (11-12 years of age). Applicants must be experienced in the traditional teaching of English and in the traditional and modern approach to Mathematics, and be prepared to interchange and teach in other classes.

Reply as soon as possible to the Headmaster, Saltus Grammar School, Pembroke, Bermuda, giving full particulars of age, marital status and children (applications from teachers with more than two dependent children cannot be considered due to an immigration regulation), education, training, qualifications, experience, details of other subjects which can be taught and, if possible, telephone number. Enclose a photograph, two testimonials and the addresses of two professional referees to whom confidential application may be made. Detailed particulars of these posts, the school, and living in Bermuda will be sent to those short listed, who will be interviewed in London in early April.

Salary: Teaching certificate (3 years): $11,218 x 7 to $15,777 p.a.; [illegible] degree: $11,773 x 7 to $16,567 p.a.; Degree plus P.G.C.E.: $12,383 x 7 to $17,398 p.a.

Furnished accommodation can probably be provided at a reasonable rent.

GABBITAS-THRING SERVICES LTD

BAHRAIN

ST CHRISTOPHER'S SCHOOL (I.A.P.S.)

(900 pupils, mainly British expatriates, aged 3½ to 11 years in three separate schools of 300 pupils each)

Principal: Mr J. M. Wrench, Cert. Ed., AMBIM

Vacancies exist for suitably qualified

TEACHERS

at Infant and Junior level from September 1, 1980

Candidates for these posts should be single and have a minimum of three years' previous teaching experience. Generous salary (to be reviewed before September) according to qualifications and experience plus a local allowance of BD 66 per month. Free, fully furnished, air-conditioned accommodation and generous allowances are provided. Two-year contract with free passage and termination gratuity. Employer's contribution paid to U.K. superannuation scheme. No income tax. Possibilities for promotion. (The Bahrain Dinar is at present worth £1.20).

For further particulars and an application form please write to or telephone Mrs J. Longworth, Gabbitas-Thring Services Ltd., 6, 7 & 8 Sackville Street, London W1X 2BR; telephone 01-734 0161. The Principal will hold interviews in London from March 31-April 2 inclusive.

ROME

ST GEORGE'S ENGLISH SCHOOL

Co-educational, International day school, 830 pupils (5-18 years). Separate Primary and Secondary Departments on 28 acre site.
English curriculum leading to GCE 'O' and 'A' level and University entrance.
Salary scale above Burnham, Leaving Bonus, Superannuation scheme, Travel, Dependants' and Removal/Settlement Allowances and other fringe benefits.

Required for September, 1980
SECONDARY DEPARTMENT

HEAD OF PHYSICS

To be solely responsible for teaching 'O' and 'A' level Physics and assist in teaching pre 'O' level integrated Science. The school has a strong scientific tradition. It is intended to reorganise the Physics facilities for September, 1981; the successful applicant will play a large part in this reorganisation.

TECHNOLOGY, CRAFT AND DESIGN TEACHER

Minimum two years experience for new post in expanding department (established 1978) catering for both boys and girls. The successful applicant will specialize in Design Technology with emphasis on Plastic Technology, Jewellery Making and Technical Drawing, and work in a newly equipped area.

Applications including curriculum vitae, home or contact telephone number, and addresses and telephone numbers of two referees to be sent EXPRESS POST at once to:

The Headmaster, St George's English School,
Via Cassia, Km 16, 00123 Rome

STATE of BRUNEI

There are 2 vacancies, in January 1981, for qualified and preferably experienced INFANT and PRIMARY TEACHERS at an English medium primary school for ex-patriate and local children in the 3-12 years age group.

Accommodation and return air-fares will be provided for the successful applicants. Attractive salary and fringe benefits will be paid together with a gratuity payable on completion of a 2 year contract. There is at present no personal income tax payable in Brunei.

Letters of application and curriculum vitae together with the names and addresses of two referees should be sent by 30th March, 1980, to The Principal, International School, P.O. Box 2187, Bandar Seri Begawan, State of Brunei, Borneo.

Interviews will be held in London during August.

DOMINICAN REPUBLIC

Required for September 1980:
Specialist for 10th grade BIOLOGY (15 years) and some GENERAL SCIENCE.
Specialist for FRENCH (Grades 7-10).

For both positions state other subjects you can offer.

Primary TEACHERS for Grades 1-4 (6-9 years).

Single males or females, or married couples (if both teachers) considered. Experience preferred, but not essential. Salary according to experience and qualifications. Free furnished accommodation, etc.

Candidates wishing to be considered for interview send curriculum vitae to Mr. A. O. Nelson, Gulf and Western Americas Corporation, La Romana, Dominican Republic.

FINLAND

Finland's largest hydroelectric power company, Kemijoki Oy, (member of the Conference of Finnish British Societies) invites applications from young language GRADUATES for the post of ENGLISH TEACHER at Rovaniemi, near the Arctic Circle. Contract nine months from end of August, return fares paid, possibility for contract renewal.

For further details, please write to Kemijoki Oy, Box 467, 00101 Helsinki 10.

SWITZERLAND

ST. GEORGE'S SCHOOL
(Founded 1927)
English Girls' Public School
Extending academic programme and requires a TEACHER of FOOD and NUTRITION up to "O" level.

Resident or non-resident. Good salary.

Write for details with full curriculum vitae and state other subjects offered to Principal, St. George's School, 1815 Clarens.

GREECE

Great opportunity for English college in Greece.

We are an English language tuition centre in Greece with a total of 500 students. In view of the fact that beginning from 1st January 1981 English colleges and schools will be allowed to open branches in Greece, we are ready to discuss the possibility of selling our business or any other sort of arrangement that can prove profitable.

Write to: John Michailidis, 16 Keramikou Street, Athens, Greece.

SPAIN

COSTA DEL SOL

Small international school requires Teachers for September, 1980, who can offer a combination of the following subjects: Art, Geography, History, Mathematics, English, Drama, Physical Education/Games. Also required, an Upper Junior Teacher and Lower Junior Teacher.

Interviews in London beginning April. Apply in writing giving names of two referees to Calpe College, Apartado 200, San Pedro de Alcantara, Malaga, Spain.

ARABIAN GULF

QATAR

THE DOHA ENGLISH SPEAKING JUNIOR SCHOOL
Doha, Qatar.

Required for September, 1980—four qualified and experienced JUNIOR SCHOOL TEACHERS.

A well-equipped purpose-built Junior School, catering for approximately 380 English speaking (mainly British) children from the ages of seven to 11 years. The School is run on the lines of a modern British primary school and teachers are expected to play an active part in extra-curricular activities.

Free furnished, shared accommodation, with air conditioning, is provided. Free electricity. Paid home leave with air fares in the summer. Gratuity at the end of tour.

Initial contract to run from September, 1980 to August, 1981.

Tax free salary on scale QR 43,740.00 to QR 54,620.00 p.a. (£1 = Qatari Riyal 8.6235 as at 9th February, 1980).

Interviews will be held in London between 8th and 18th April, 1980.

Please send a letter of application, curriculum vitae, two recent references and the name and address of two referees to: Mr. G. Bj Savage, Headmaster, Doha English Speaking Junior School, P.O. Box 5394, Doha, Qatar, Arabian Gulf.

Language School in Turin seeks qualified teachers of English to coach students between 15-20 years of age

The following abilities are required:

- to teach the English language, literature, history; aspects of English and American civilisation as well as business correspondence;
- to be familiar with language laboratory techniques;
- to advise the school library section dealing with foreign languages and the organisation of foreign travel.

The candidates should be British/Eire citizens. Knowledge of Italian and French would be an advantage.
We offer free accommodation in city centre, 3 year contract on appointment. Teaching week of 24 hours; 2 days off per week.
Six months trial period. Salary to be negotiated.
Interviews in London, Cambridge, Oxford, Dublin and other university centres in U.K.
Write to Headmaster with c.v., Istituto Santa Teresa d'Avila, Via S. Teresa, 7, Torino (ITALY).

Science Teaching in the Third World

We offer overseas opportunities for science teachers in developing countries in Africa, the Caribbean, Solomon Islands, Fiji and Sri Lanka.

The two-year appointments commence in September, following preparatory training in the UK.

Most of the posts are in secondary schools. For example, rural science teachers are needed in Tanzania, Kenya and Zambia; in Kenya physical sciences and maths teachers are required to work in rural self-help schools; there are opportunities for maths and physics teachers to work to A-level in St Kitts and St Vincent.

Develop your own and a Third World country's experience.

VSO

For further information contact
Roger Parsons (rural science posts)
or Brian Rockliffe (other posts)
Room E22, Voluntary Service Overseas
9 Belgrave Square, London SW1X 8PW
Tel: 01 235 5191

Voluntary Service Overseas

CFBT

IMMEDIATE VACANCY TO TEACH ENGLISH IN MALAYSIA

There is an immediate vacancy for a teacher of English in CFBT's scheme for teachers of English in Malaysian Secondary Schools. The successful applicant will join the first year intake of this exciting new scheme set up by CFBT and the Malaysian Ministry of Education. (The second year intake of 75 teachers will be recruited in the Spring of 1980 to commence service in November, 1980.)

CFBT's extensive back-up service includes:

- a full Briefing in Britain
- transport of the teacher and his baggage to Malaysia
- an Orientation period in Malaysia
- assistance with finding suitable accommodation
- medical and social security benefits
- a welfare service in Malaysia
- resettlement advice on returning to Britain

QUALIFICATIONS

Applicants should have:

- a University degree
- a Post-graduate teaching qualification
- a minimum of five years' teaching experience, including two years' experience teaching English as a Foreign Language (preferably including service in the Far East).

CONTRACT

The contract will be for two years, renewable for a third.

SALARY

Salaries range from £400 to £468 a month with a generous gratuity payable in the U.K. at the end of the contract period.

For further details and application form: The Centre for British Teachers (TAMI), Quality House, Quality Court, Chancery Lane, London, WC2A 1HP. Tel.: 01-242 2982/5.

CBT

THE CENTRE FOR BRITISH TEACHERS

TEACH ENGLISH IN GERMANY

For the last 11 years, CBT, at the request of West German Ministries of Education, has employed more than 2,000 British teachers of English in Secondary Schools and Further Education establishments. CBT is now recruiting teachers of English for the Ministry of Education in Nordrhein-Westfalen for the academic years 1980/81.

Qualifications

Applicants should have:

- a University degree
- a recognised teaching qualification
- teaching experience
- a good knowledge of German

Contracts and Salaries

Contracts run from 29th July, 1980, for one year initially.
Salaries range from £450-£596 a month (£5,400-£7,152 per annum) FREE OF GERMAN AND U.K. INCOME TAX. Salaries are paid in German Marks (approx DM4 — £1). Marriage and Child allowances are also paid.

National Insurance and Superannuation

Employer's contribution to British National Insurance and to DES Superannuation (where applicable) is paid by CBT.

Travel and Baggage

Fares to and from Germany, together with a baggage allowance, are paid for teachers and their families.

Preparation

Full Briefing Sessions are held in Britain and a two-week Orientation Course is held in Germany before teachers go into their schools.

Resettlement

Advice is given by CBT's Resettlement Department to teachers returning from Germany, and service with CBT is recognised by British Education Authorities as full teaching service for initial incremental purposes.

For details and application forms: The Centre for British Teachers (T7), Quality House, Quality Court, Chancery Lane, London WC2A 1HP. Tel: 01-242 2982/5.

AGRICULTURAL TRAINING BOARD

National Liaison Adviser

Education and Skills Testing

The Board wishes to appoint an Adviser to succeed Mr J A Shaw (who has been appointed Director designate of the Scottish Association of Young Farmers Clubs) to commence duties as soon as possible.

The main objectives of the Board are to increase the quantity and quality of training in the Agricultural and Horticultural industries. The Liaison Adviser is responsible for maintaining the Board's links nationally with the Agricultural Education Service, and for fostering joint developments in Agricultural Education and Training. In addition he/she maintains close contact with the organisations providing proficiency tests for the industry. There is scope for initiative and imagination in developing joint plans with the Education Service.

The post requires someone with considerable experience and knowledge of agricultural education, and a keen interest in training. He or she must have an ability to negotiate and to obtain the confidence of the organisations associated with the Agricultural industry.

Candidates, aged between 30 and 55, should normally be qualified to degree level and have had considerable experience in education and training.

Starting salary will be £9,071 per annum in a scale rising to £10,199 (max.) plus London Weighting of £325 per annum. Salaries are due for review on 1st April 1980. A contributory Pension Scheme operates. The post is based at Beckenham and will involve considerable travelling.

For further details and application form please apply to:
Mr J E H Dean, Personnel Manager
Agricultural Training Board
Bourne House, 32/34 Beckenham Road
Beckenham, Kent BR3 4PB
Tel: 01-650 4890 Ext: 285

ATB

Closing date for returned forms: 17th March 1980.

Playgroup Adviser

HIGH WYCOMBE

Salary: £4,644-£5,547 (pro-rata for part-time)

Would you like to join a team whose aim is to promote a better child care service in the High Wycombe area? We need a Playgroup Adviser with skills and knowledge of day care for the Under Fives who also is experienced in working and liaising with the adults caring for them. You will be a member of the Community Resources Team which includes the Fostering and Adoption Officers, the Child Minding Adviser, Intermediate Treatment Officer, Family Aides and the Volunteers Organiser and you will work with Social Workers and the staff of the Day Nursery. The vacant post could be filled by either a full-time or two part-time officers. Your work will be varied. It includes the registration and routine inspection of playgroups, the promotion of new groups, the co-ordination of training, liaison with statutory and voluntary bodies and supporting voluntary groups. If you feel you have the skills and initiative to meet and develop this post, please request application forms from the:

Director of Social Services, County Hall,
Aylesbury, Buckinghamshire HP21 1EZ.
(Telephone Aylesbury 5000, extension 361).
CLOSING DATE: 7TH MARCH, 1980.

Buckinghamshire

FOUNDATION OF THE INTERNATIONAL SCHOOL OF GENEVA

One of the world's largest and oldest international schools serving the needs of the international community of Geneva; Founders of the International Baccalaureate. Three units situated on five campuses with 2,400 students representing 80 nationalities.

The Foundation seeks for its English language programme for September 1980 well qualified and motivated candidates with at least six years experience for the following post.

Principal, English Language Secondary Programme, La Grande Boissière. Successful administrative experience in a multi-cultural setting essential. Facility in French desirable. [illegible] for the organization and administration of the educational programme of 650 students, grades 6-13 and for 74 members of staff. A substantial responsibility allowance is added to the base salary.

In addition, teachers with at least three years experience are required for:

1. **Economics**: ability to develop business studies preferred.
2. **Physics**: with some integrated science teaching at junior secondary levels.
3. **English/Drama**: a theatre workshop is fully utilized throughout the school year.

All secondary posts involve teaching to university entrance levels including the International Baccalaureate. International experience, proven adaptability, strong extra-curricular interests and fluency in more than one language are an advantage.

Two year contracts; present salary scale: Sfr.36,950 to Sfr.55,099 (under review).

Letters of application, curriculum vitae, a recent photograph and current references should be forwarded immediately to the Director, English Secondary Programme, Foundation of the International School of Geneva, 1208 Geneva, Switzerland.

OVERSEAS Appointments continued

FINLAND
Hyvinkää near Helsinki
KINDERGARTEN TEACHER with experience in teaching required from September 1980 to May 1981. Music, piano essential.
Salary, Fmk. 3,400. Journeys paid.
Applications with curriculum vitae and photo to The English Kindergarten of Hyvinkää, Mrs Ronito Usmink, 14 05800 Hyvinkää, Finland.

SPAIN
Experienced TEACHER "A" level J.M.B. HISTORY, A.E.B. Eng. Lit. Private family. One student. Sept.-June. Live out. Fares and salary. Curriculum vitae.—J. Jenner, 1 Keswick Drive, Tynemouth, Tyne and Wear.

ITALY
Female TEACHERS of ENGLISH required by language school in North. Commence mid-September. Details from Miss J. Hughes, 88 Chiswick Village, London, W.4. Tel. 01-995 2666.

SPAIN.—Young experienced TEFL teachers required, qualified or graduates, for period 1st October or 1st November, 1980, to 30th June, 1981.—Apply La Casa Inglesa, Plaza del Marqués de Salamanca 11, Madrid 6.

FOR IMMEDIATE EFL Posts Southern Europe contact Lisa Jones Abucon 01-828 2173 (Agy).

FRENCH School near Strasbourg requires a week's exchange between March and mid-July, boys and girls between 13 and 16.—Please write to: Mrs. Hartz, C.L.R., Rue du Parc, 67400 Illkirch, France.

Administration

Local Education Authority

CITY OF CHESTER

The Grosvenor Museum wishes to appoint a Temporary MUSEUM EDUCATION OFFICER from 1st April to 31st July, 1980, to advise teachers and lecturers in charge of groups visiting the Museum on the Museum facilities; to provide introductory talks and study sessions as appropriate; and associated administrative duties.

This post will be suitable for a person wishing to gain experience in a Museum Education Service, and will involve giving talks to visiting School parties as well as administration of the Service, and is likely to be suitable for a qualified teacher.

Candidates should have an interest in all aspects of the Museum's work, but a primary interest in Roman archaeology will be an advantage.

Salary will be within the range £3,585 to £3,993 p.a.; a Comparability Award is pending.

For further details and application forms, apply to the Personnel Officer, Chester City Council, Town Hall, Chester. (Tel. Chester 40144, ext. 2136.) Closing date 8th March, 1980.

DUDLEY
METROPOLITAN BOROUGH EDUCATION

PROFESSIONAL ASSISTANT
£5,964 to £7,539

Graduates with teaching experience are invited to apply for the post of Professional Assistant. It is one of three such posts within the department and the holder will be expected to undertake a variety of high level administrative and professional tasks covering the whole of the Education Service.

In the first instance the postholder will be involved with work associated with the Further Education Division including the normal training programme, tertiary college work, and recoupment work in connection with Section 11 of the Local Government Act 1966.

Application forms from the Director of Education, 2 St. James's Road, Dudley, West Midlands, returnable by 7th March 1980.

HOUNSLOW
(London Borough of)
EDUCATION DEPARTMENT
CAREERS OFFICER
AP4 Salary £5,034 to £5,457 inclusive

Applications are invited from qualified and experienced Careers Officers to undertake the full range of careers guidance duties with school leavers and other young persons, including industrial liaison and work with the unemployed. In the first instance, the successful applicant will be based at the Feltham Careers Centre.

Students who have recently completed a full-time training course for the Careers Service will also be considered. Candidates who have applied previously for recently advertised posts in the Authority's Careers Service will be considered automatically and need not therefore reapply. Essential user car allowance available in accordance with the Council's scheme.

Application forms and further details from Director of Education, Civic Centre, Lampton Road, Hounslow TW3 4DN (Tel. 570 7728, ext. 3884). Closing date March 7.

LONDON
THE LONDON HOSPITAL MEDICAL COLLEGE
(University of London)

ADMISSIONS OFFICER

College is establishing a new post of Admissions Officer who will be responsible to the Sub-Dean for Admissions for all the detailed work of undergraduate admissions.

A knowledge of office procedures is essential and secretarial experience would be useful. The job will require someone who can work without supervision, show initiative, be capable of drafting letters to headmasters and be capable of conducting interviews. Salary and conditions of service negotiable according to experience and qualifications.

Applications to the Secretary, The London Hospital Medical College, Turner Street, London E1 2AD.

NEWHAM
(London Borough of)
EDUCATION DEPARTMENT
NEWHAM CAREERS South Italy. SENIOR CAREERS ASSISTANT of (OUTREACH) … February/ Wanted: An individual … period. … imagination … letter to … hard-nosed … 16 Via … of humour and … with photo … hard work. … vitae and

For: To work … munity in an … links with … already … official … opportunities for lively … TEACHERS of

Reward: good secondary school (starting … Bursa. Teachers must … and qualified to teach English.

Further information from Director of … Director … College, Sethasl. Department … London … days from … James … Education … ENGLISH SCHOOL … September, 1980. … TEACHERS of CHEMISTRY, BIOLOGY. … TEACHERS required. … curriculum vitae … to the Headmistress … English School, P.O. … Arabia.

NORFOLK
COUNTY COUNCIL

NORWICH SCHOOL …
(re-advertisement)
CHIEF ADMIN…
Senior Officer …
£6,090 per an…
A.P.T. and C. … vice apply.

Applications are … with … fications and … above post … 1980.

The person ap… pected to have ha… trative experience … similar establishme… possess a sound knowledge … ancial control and committee … cedure. It is essential that he/she should be in sympathy with the aims of art education and be prepared to adopt a flexible approach to the work involved.

Removal expenses of the successful candidate will be payable in accordance with the scheme administered by the Norfolk County Council.

Further details and forms of application may be obtained, on receipt of a stamped addressed envelope, from the County Education Officer, Education Department (F/E Division), County Hall, Martineau Lane, Norwich NR1 2DL, to whom completed applications should be returned within 14 days of the appearance of this advertisement.

CITY OF SALFORD
EDUCATION DEPARTMENT

CAREERS OFFICER
£4,644 to £5,067 p.a.

Applications are invited from qualified CAREERS OFFICERS who hold the diploma in Careers Guidance or equivalent.

The service provides guidance to pupils, students and their parents about careers and employment opportunities in an area which can offer a wide variety of experience in all aspects of careers work.

Application forms and further details from Chief Personnel Officer, Mercian House, Mercian Way, Ashton-under-Lyne, Greater Manchester, to be returned by 7th March.

ZOOLOGICAL SOCIETY OF LONDON

requires

ASSISTANT EDUCATION OFFICER

from Easter, 1980, to assist in running short courses, based at London and Whipsnade Zoos for students ranging from Junior School children to Sixth Form pupils and Students in Colleges of Education.

Candidates must be Graduate Zoologists and teacher/training experience is desirable. One year appointment in the first instance. Salary on Burnham F & S Scale 2.

Applications in writing, with full details of education, qualifications, experience and names of two referees should be submitted by 29th February to: Establishment Officer, Zoological Society of London, Regent's Park, London NW1 4RY.

General

THE ASSOCIATED EXAMINING BOARD
FOR THE GENERAL CERTIFICATE OF EDUCATION

ADMINISTRATIVE ASSISTANTS

The Board invites applications for two new posts as Administrative Assistant at its office in Aldershot:

Post No. 1 (i) to assist with the organization and administration of examinations in the Visual Arts Department, and (ii) to co-ordinate the inter-departmental use of audio-visual equipment.

Post No. 2: (i) to assist with the organization and administration of examinations in the Technical Subjects Department, and (ii) to undertake various assignments under the direction of the Head of the Education Division.

Applicants for Post No. 1 should have a graduate or equivalent professional qualification in some aspect of Visual Arts, preferably in Film or Television Studies. Applicants for Post No. 2 should have a graduate or professional qualification in an appropriate technical subject (e.g. drawing, engineering, building).

Applicants for both posts should be well organized and capable of working on their own initiative. Experience in teaching and/or educational administration would be desirable.

The appointments will be on the Board's scale for Administrative Assistants, which is £5,998 by … to £6,401 (bar) by £219 to £6,401 per annum. The starting point will depend on the qualifications and experience of the successful applicants, and promotion above the bar may be open to those with extensive proven expertise and experience in post.

Further details and application forms are available from the Personnel Manager, The Associated Examining Board, Wellington House, Aldershot, Hampshire (Tel. Aldershot 25551) to whom they should be returned marked "Private and Confidential" within two weeks of the appearance of this advertisement.

MADRID
RUNNYMEDE COLLEGE
British Secondary Day School of 270 pupils (mixed), founded 1967, requires for September:—
(1) TEACHER of MATHEMATICS from 11 years to "O" and "A" level.
(2) TEACHER of HISTORY from 11 years to "O" and "A" level.
(3) TEACHER of GEOGRAPHY from 11 years to "O" and "A" level.
(4) TEACHER of ENGLISH from 11 years to "O" and "A" level.
(5) TEACHER of LATIN, Cambridge Latin from 11 years to "O" level, London "A" level.
Two year contracts renewable. Interviews London first week May.
For particulars and application forms write to the Headmaster, Runnymede College, Calle del Arga 9, Madrid 2, Spain.

SULTANATE OF OMAN
Woman ENGLISH TEACHER for AL NADHA private school, Kindergarten and lower primary. Good conditions and salary.
Details from Mr J. Hobbs, 1 Clevedon, Sid Road, Sidmouth, Devon.

JAMAICA
A private day school (K-12) of the students serving the bauxite … in central Jamaica requires … fied UNIVERSITY GRADUATE … SPECIALISTS with experience … teaching GCE "O" level to … of mixed ability for … 1980.

The school is located in a … community with a pleasant … (alt. 2000 ft).

Preference given to singles … teaching couples who can offer … combination of subjects.

Salary range is US$… yearly increment US$… annum, with full credit for … ing experience.

Also a housing allowance … US$100 (no accommodation … vided), air fare and health … surance.

Due to expansion, vacancies … expected in BOYS PE, HISTORY, GEOGRAPHY, SCIENCE, SPANISH, FRENCH, MATHS, ART and … sidiary TYPING and MUSIC.

Send resumé and names … referees to Belair School, PO … 156, Mandeville, Jamaica, W. Indies.

OVERSEAS DEVELOPMENT

KNOW-HOW-vital to developing countries

Bolton Metropolitan Borough

CAREERS OFFICER

AP3/4 £4,080/£5,067

Applicants should preferably be qualified Careers Officers, but consideration will be given to others with suitable qualifications and experience. Starting salary will depend on qualifications, but holders of the Diploma in Careers Guidance or its equivalent will automatically commence on Grade AP4 (£4,644). Students completing courses of training in July 1980 will be considered. Duties will include work in Further and Higher Education establishments but an amount of normal guidance work in schools will be required.

Application forms obtainable from the Director of Personnel, Town Hall, Bolton (Tel. 22311 Extns. 587 and 277) to be returned by 7th March, 1980.

RESIDENT CHILD CARE OFFICER

GRADE II

Required at Nazeing Park Residential Junior School for maladjusted children in Nazeing Park, Waltham Abbey. March 1st 1980, or as soon as possible. Driver preferred. Some evening and weekend work involved.

Informal enquiries and application forms from the Headmaster. Tel.: Nazeing 3107.

ESSEX
County Council

Cambridgeshire

Deputy Area Education Officer

Peterborough

Salary PO2 (2-6) £7,998-£8,715

This is an exciting challenge based in and around the ancient cathedral city and rapidly expanding new town of Greater Peterborough. Candidates with experience of education and its management will find the post affords excellent prospects within a progressive education authority which places great emphasis on the devolution of responsibility to area administration particularly in respect of schools, the advisory service and community education.

Application forms and further particulars obtainable from the Chief Education Officer, Shire Hall, Castle Hill, Cambridge (0223 358811, ext. 283). Closing date 10th March 1980.

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…ET
…TY COUNCIL
…CATION WELFARE OFFICERS
…E AND BOURNEMOUTH
…£3,537 (AP 3/4.5)
…ation Welfare Service gives … social workers the opportunity to specialise in working with … and their families, from … an educational setting. Officers are school based, but are … seen as part of the Education Welfare Team. There is regular supervision and consultation.

…and Bournemouth are pleasant areas in which to live and … and offer a social worker … of the challenges normally … as being found in large … areas.

…assistance is given in … cases. For informal discussion please contact David … Principal Education Welfare … (Tel: Dorchester 3131, Ext. …).

Application forms returnable by … 11, 1980, and further details … Education Officer, County Hall, Dorchester DT1 … (Tel: Dorchester 3131, Ext. …). (Please quote posts ED 191 … ED 195).

ROYAL NATIONAL INSTITUTE FOR THE BLIND
ASSISTANT EDUCATION OFFICER
… to £6,278 per annum (… London Weighting)
… retirement this post in … Education Department … available in May. The … appointed will work as one … responsible for the administration and development of the … education services for … handicapped children and …, including schools for … of above average ability, … for children with additional …, including deafness; … and residential services … in further and higher …

… should have professional training and/or experience … to children with special … and an interest in future … of developing care and education services. This post will involve a fair amount of travelling. Further particulars are available from the Director-General (EO), …, 224 Great Portland …, London W1N 6AA, to whom … should be sent within … weeks of this advertisement.

NORTH YORKSHIRE
AMPLEFORTH COLLEGE
Required for July 1st 1980, HEADMASTER'S SECRETARY. Age over …, … preferred. Good shorthand … typing; administrative experience. Demanding, confidential post, … residential, in country 23 … York. 4 weeks annual holiday … and holidays by arrangement. Applications, with curriculum vitae and the names of two referees, … The Headmaster, Ampleforth College, York, YO6 4ER.

Child Care

EAST SUSSEX
Robertsbridge, Battle
GREAT SANDERS SCHOOL
A resident HOUSEMASTER required at this Independent Boarding School for 48 Maladjusted Boys. It is unlikely that the person we are really looking for exists, but if you are enthusiastic, energetic, patient, understanding and of strong character, the Principals will welcome an application to include names and addresses of two referees.
Salary. R.C.C.O. Grade 2, 12 weeks annual leave.

Educational Psychologists

LONDON
KIDS CENTRE
FAMILY SUPPORT UNIT
North Camden

CLINICAL/EDUCATIONAL PSYCHOLOGIST

An experienced Psychologist is required to support the work being developed in this recently opened unit. The major focus will be the development and evaluation of home-based teaching programmes through Home Advisers along Portage lines, although the successful candidate will also be expected to work closely with the Unit Director as other services are established. This will be a challenging post which will appeal to psychologists with a progressive approach to handicap.

Other psychologists (e.g. developmental) with considerable experience of working with handicapped children are also invited to apply.

A part-time post (not less than three days per week) would be considered.

Salary: Starting scale between £5,000 and £7,000 according to age and experience.

For further details contact: The Project Director, KIDS Centre, 13 Pond Street, London N.W.3. Tel. 01-431 0006.

SUNDERLAND
(Borough of)
EDUCATION DEPARTMENT
EDUCATIONAL PSYCHOLOGIST
(£6,747 to £9,283)

Applicants should possess a first or second-class Honours Degree in Psychology, a postgraduate qualification in educational psychology and have a minimum of two years' teaching experience.

Removal expenses may be payable in certain circumstances.

Informal enquiries may be directed to Mr. J. A. Wallis, Senior Psychologist (Telephone 79416).

Application forms and further details from the Director of Education, Town Hall and Civic Centre, Sunderland, SR2 7DN, to whom applications should be forwarded so as to arrive not later than 14th March 1980.

L. A. Bloom, Chief Executive.

Examiners

NORTH REGIONAL EXAMINATIONS BOARD
for the
CERTIFICATE OF SECONDARY EDUCATION

Applications are invited for the posts of CHIEF EXAMINER in the following subjects for the 1982 C.S.E. Examination: ACCOUNTS. Estimated total fee £302; ENGLISH LANGUAGE, Oral, £543; FRENCH, £543; HOME ECONOMICS, £543; MATHEMATICS (Syllabus A, Traditional), £543.

A basic fee of £242 plus an additional allowance based on the number of candidates. Fees are also paid for script marking. All fees are reviewed annually.

Forms of application and further particulars may be obtained from the Secretary to the Board, North Regional Examinations Board, Wheatfield Road, Westerhope, Newcastle upon Tyne, NE5 5JZ. (Telephone: 0632-862711).

Closing date for the receipt of applications is 17th March, 1980.

THE ASSOCIATED EXAMINING BOARD
for the General Certificate of Education

Wellington House, Aldershot
Hampshire, GU11 1BQ

The Board invited applications for the following post:—

ASSISTANT EXAMINER in HISTORY of ART at Advanced level for 1980:

Option 09—Modern Art and its Origins.

Applicants must possess a degree or equivalent qualification and have had at least three years' teaching experience at the appropriate level in schools and/or further education establishments.

All applications must be received within 21 days of the appearance of this advertisement.

Application forms and further particulars may be obtained by applying in writing to the Secretary General (A10), Visual Arts Department, at the Board's offices.

THE ASSOCIATED EXAMINING BOARD
for the General Certificate of Education

Wellington House, Aldershot
Hampshire, GU11 1BQ

The Board is offering an "O" level syllabus in ELECTRONICS for the first time in 1982, and applications are now invited for the posts of—

CHIEF EXAMINER
CHIEF MODERATOR
CHIEF COURSE-WORK MODERATOR
ASSISTANT COURSE-WORK MODERATOR

Applicants for these posts should be graduates with not less than four years' teaching experience and experience of examination work. Further details and application forms may be obtained from the Secretary General (A7) at the Board's offices. Completed application forms should be returned to the Board not later than 25 March, 1980.

THE ASSOCIATED EXAMINING BOARD
for the General Certificate of Education

Wellington House, Aldershot,
Hampshire GU11 1BQ

Applications are invited for the post of CHIEF EXAMINER in HUMAN BIOLOGY at Ordinary level for the 1982 series of examinations.

Applicants must be graduates with at least five years' relevant teaching experience together with a knowledge of the methods used in public examinations.

Further details and application forms may be obtained from the Secretary General (A11) at the Board's offices to whom completed applications should be returned by Monday, 31st March, 1980.

THE ASSOCIATED EXAMINING BOARD
for the General Certificate of Education

Wellington House, Aldershot,
Hampshire GU11 1BQ.

The Board invites applications for the following post which is vacant for the 1982 examinations.

CHIEF EXAMINER IN STATISTICS AT ORDINARY LEVEL

Applicants should be graduates with at least five years recent teaching experience in the subject at this level, and should be prepared to undertake duties commencing later this year. Experience of public examining is essential.

Application forms and further details may be obtained from the Secretary General (A8) at the board's offices.

EAST MIDLAND REGIONAL EXAMINATIONS BOARD
(Certificate of Secondary Education)

Applications are invited for the following posts:—
CHIEF EXAMINER IN TYPEWRITING.
CHIEF EXAMINER IN GENERAL SCIENCE.
CHIEF EXAMINER IN CHEMISTRY.
CHIEF EXAMINER IN HISTORY.

Further details and application forms may be obtained from the Secretary, East Midland Regional Examinations Board, Robins Wood House, Robins Wood Road, Nottingham NG8 3NH, to whom completed application forms should be returned not later than Monday, 10 March.

What will a talented young Visualiser like you be doing in a place like ours?

You'll be putting your talent to good use on a variety of fascinating projects.

In 1979 a mailing shot of ours was a runner up in the British Direct Marketing Association Awards. Perhaps you'll enable us to win in 1980.

We've evolved the best mail order catalogue in the education business. But we're still not satisfied with it, and you'll be expected to make a positive contribution to the next one.

In fact if you make the grade you'll very soon have your own catalogue sections to handle from start to finish.

You'll also be producing slick visuals for ads which vary from the whimsical to the downright provocative.

The 7000 products with which you'll be concerned range from chalk and pencils to go-karts, calculators, sports equipment and T.S.P.E.

You probably won't have heard of T.S.P.E. The initials stand for Totally Soft Play Environment, and it's used in Leisure Centres, Schools for the Blind and Disabled, and Hospitals.

So if you're one of those creative persons who wishes you were advertising a worthwhile product, this could be your chance.

Last year we made many models and mock-ups for photography. We also researched and produced picture strips to illustrate product use. You'll be involved in that, too.

Catalogue photography takes about ten weeks, on and off. So there'll be plenty of opportunity to gain experience in organising and directing photography.

If you're fond of eating you'll be glad to hear that there's a subsidised canteen just a few yards away from where you'll be sitting.

If you sometimes get sick of clients your troubles will be over. Because you'll be the client!

But where's the catch? No job is perfect.

Well, we have to begin work at the ungodly hour of 8.30a.m. But we do finish at 4.30p.m. Which means you can fit in a game of squash, an hour in the pub and a Chinese takeaway all before Coronation Street starts!

Not that we get away on time every night. In this business you expect a few panics.

So now you know what's involved for the present. But what of the future?

Hestair Hope is committed to diversify and expand. We already have several exciting projects in the pipeline, and anybody making a success of their job now will be presented with opportunities for training and promotion. We have an annual turnover in excess of £15m, and it is our policy to plough some of it back, developing peoples' potential.

We haven't mentioned salary because the ball is very much in your court. Come to us with a good portfolio and we'll pay what you are worth.

But come soon. You'll be surprised what you can do in a place like ours.

Ric Johnson.
Advertising & Catalogue Manager
Hestair Hope Ltd., Orb Mill,
Huddersfield Road, Waterhead,
Oldham. Tel. 652 1411 ext. 68.

Hestair Hope

Miscellaneous

LAMBETH
(London Borough of)

TRAINING SUPERVISOR—CLERICAL TRAINING SCHEME

Limited Contract April, 1980—August, 1981

Salary £4,806 to £5,703 per annum inclusive

In April this year Lambeth are introducing a pilot scheme of training for young clerical workers.

The aim of the scheme is to employ non-academic young people, from the local community, into existing clerical posts. Over a period of nine months these clerical trainees will receive a total of 60 days training in basic clerical and life and social skills. There will be two intakes of twelve trainees between 1st April, 1980 and 31st July, 1981.

The Training Supervisor will be expected to recruit and select the trainees, give them tuition in basic office skills, life and social skills. He/she will also act as counsellor and advisor to the trainees and to their line managers when required.

Previous experience is not essential neither are formal qualifications. The ideal applicant will have a genuine desire to work with young people and plenty of energy.

As funding for the programme is only available until July, 1981 the post has to be offered on a limited contract. Should a suitable vacancy occur at the end of the contract every effort would be made to assist the postholder in transferring to alternative employment.

For further information please contact Maggie Bone on 01-274 7722, Ext. 3061.

As part of Lambeth's Equal Opportunities Policy, applications are welcome from people regardless of disability, marital status, race or sex.

Application forms obtainable from Personnel, Directorate of Management Services, London Borough of Lambeth, 18 Brixton Hill, London, S.W.2. Tel: 01-274 7722, Ext. 3008/3009. Closing date 7th March, 1980.

STAFFORDSHIRE
EDUCATION COMMITTEE
Required for 1st September, 1980, or earlier if possible:—

One Full time peripatetic GENERAL WOODWIND TEACHER (oboe player preferred) for Northern and Central Area of the County Authority.

ONE Full time peripatetic CELLO/DOUBLE BASS TEACHER for the Northern Area of the County.

Two Full time peripatetic VIOLIN TEACHERS.

Salary—Burnham Scale 2 for suitably qualified and experienced applicants. Experienced performers who are not qualified teachers will also be considered on the Authority's Scale £3,231 to £5,088.

Applicants must possess a current driving licence.

Application forms and further particulars may be obtained from the Chief Education Officer, Music Department, Stafford Street, Stafford, ST16 2BP.

Forms should be returned by April 25th, 1980.

Education Service

General Inspector of Special and Remedial Education

Salary: £10,236-£11,040 per annum inclusive

Applications are sought from suitably qualified and well experienced candidates to undertake a range of specialist inspectorial and advisory functions concerned with the provision of educational facilities within the Borough including special schools, special services and remedial education.

The Council offer 100 per cent removal expenses, legal and estate agents fees up to £300 and lodging allowances in appropriate cases. A flexible working hours scheme is in operation.

Application forms and further details of the post are available from the Chief Education Officer, Hadley House, 79/81 Uxbridge Road, London W5 5SU. To be returned within fourteen days of the appearance of this advertisement.

Ealing
London Borough

WELSH JOINT EDUCATION COMMITTEE
CYD-BWYLLGOR ADDYSG CYMRU

GCE/CSE
Examinations Department

Applications are invited from appropriately qualified and experienced teachers for the post of

Assistant Examinations Officer

whose duties will include responsibility for CLASSICS.

Salary PO1 (3): £7,125-£7,908

Further particulars and application form, to be returned by 14 March 1980, may be obtained from the Secretary, Welsh Joint Education Committee, 245 Western Avenue, Cardiff CF5 2YX.

CENTRE MANAGER

PGL Young Adventure is the market leader in the UK for childrens activity holidays. This year, we will be running a special six week centre in Hereford from July to September and we are looking for a CENTRE MANAGER.

Clearly this is a challenging and unusual position for someone to manage the day to day running of a centre giving holidays for up to 90 guests per week and with the ability to motivate up to 40 young temporary staff. Activities for the guests such as canoeing, sailing and pony trekking take place off centre so instructional expertise is not essential, although useful.

Although this is only a temporary position there would be the possibility of further employment after a successful season. Board and accommodation are included as part of the salary package, which is negotiable.

Applications to: Jane Brimble, Personnel Officer, PGL Young Adventure Ltd., 876 Boreatton Park, Baschurch, Nr. Shrewsbury, Salop. Tel.: Baschurch (0939) 260551/2.

THE FOUNDATION FOR EUROPEAN LANGUAGES AND EDUCATION CENTRES

EUROCENTRES

requires

TEACHERS OF ENGLISH AS A FOREIGN LANGUAGE

for temporary appointments in the summer of 1980 in the following Centres:

BRIGHTON (7 July-15 August)
CARDIFF (7 July-1 August)
EDINBURGH (30 June-8 August)
LEEDS (14 July-22 August)
OXFORD (21 July-15 August)

Applicants must be graduates or certificated teachers with some EFL experience and preferaby a TEFL qualification.

For further details and an application form apply in the first instance to:

Summer Centres, Eurocentre,
21 Meadowcourt Road, London SE3 9EU

MISCELLANEOUS Appointments continued

THE SPASTICS SOCIETY

APPEALS OFFICERS

We are looking for Appeals Officers to join our team of fund raisers in Merseyside and Cheshire, Hertfordshire and Wessex.

Appeals Officers are involved in the raising of money by forming fund-raising groups and by organising fund-raising events to enable the Society to provide and develop its services.

The successful applicants will hold a full driving licence, be energetic, able to get on with all kinds of people, and capable of generating enthusiasm among volunteer helpers.

Starting salary £4,080 p.a. with car provided plus 19 working days holiday per annum.

Interested?—for Merseyside and Cheshire contact: Senior Regional Officer, The Spastics Society, 62 Bridge Street, Manchester M3 3BW.

—for Hertfordshire contact: Senior Regional Officer, The Spastics Society, Broadway Chambers, Station Place, Letchworth, Herts. Telephone 046 26 71911.

—for Wessex contact: Senior Regional Officer, The Spastics Society, 19 The Crescent, Taunton, Somerset. Telephone 0823 81678.

WILTSHIRE

ART PROJECT 80
MARLBOROUGH COLLEGE
Spring 1980 April 9-19

Designed particularly for the serious student, artist or layman who wishes to pursue the subject in depth, this new and exciting project aims to develop a larger vision, greater vitality and creative understanding

- painting, drawing, print making, sculpture
- exploration of master works
- expert tuition
- excellent facilities
- unique setting
- materials provided
- accommodation available

Write to: Art Project 80, Marlborough College Summer School, Wiltshire SN8 1PA. Tel. (0672) 53888.

GLOUCESTERSHIRE

EDUCATION COMMITTEE
AREA REMEDIAL ADVISORY TEACHER

AREA REMEDIAL ADVISORY TEACHER required from 1st September 1980 to work in Primary and Secondary Schools, North Cotswolds area.

Applicants must hold relevant advanced qualification(s). Experience of teaching children with learning difficulties required, together with ability to contribute to In-service Training Programmes. Salary Scale 3. Applicants should own a car, and travelling expenses will be paid in accordance with the County Council's Scale. (Re-advertisement, previous applicants considered.)

Forms and further particulars from the Chief Education Officer, Shire Hall, Gloucester. Enclose self-addressed envelope.

School of English Studies

English Vacation School

26 Grimston Gardens,
Folkestone, Kent

Qualified and experienced tutors of English as a Foreign Language who are free in both July and August (June 30th-August 29th) are invited to write to the Principal for application forms and information. There may be places on the permanent staff in the Autumn.

COURSE PRINCIPAL

HEATHFIELD SUMMER SCHOOL

ASCOT

Invites applications for the post of Course Principal from July 10th to August 14th.

Applicants should be graduates, or qualified teachers, with TEFL experience and of sound administrative ability.

For further details and application forms, please write to: The Director, Heathfield Summer School, Ascot, Berks. SL5 8BQ, or telephone Winkfield Row 5117.

SCIENCE EDUCATION RESEARCH

A new senior appointment for a person keenly interested in new approaches to the teaching of science.

The successful applicant who will have had a number of years teaching sciences will join an established development team but will be expected to contribute inventive abilities to ensure the continued growth of the Company.

Blackburn is situated within easy reach of rural Lancashire, the Lake District and Fylde Coast with good housing, schools, shops and a friendly environment.

Write for application form in first instance to:

Managing Director,
UNILAB Limited
Clarendon Road, Blackburn, Lancs, BB1 9TA.
Telephone 0254 57643

NORTH YORKSHIRE

Leeds, Bradford, York

A new independent and unique venture in educational consultancy and counselling requires TEACHERS/LECTURERS with a thorough knowledge of the secondary education system in their area. Degree and preferably a higher degree in education desirable. Minimum of 10 years teaching and or teacher training essential. The appointment will be part-time and normally outside professional hours. Payment by fee.—Reply with full curriculum vitae, referees and telephone number to: Schools Index, Boston House, Riddings Road, Ilkley, West Yorkshire.

NEWHAM

(London Borough of)
HOSPITAL HOME TEACHING SERVICE

Required as soon as possible

A part-time (Scale 1) TEACHER is required to undertake home tuition every morning. The duties may also include some work on the Children's Ward of East Ham Memorial Hospital.

Experience of teaching children of both primary and secondary age ranges an advantage.

London Weighting £609.

Application forms may be obtained from the undersigned to whom they should be returned by 7th March 1980.

Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

WILTSHIRE

SENIOR SUPERVISOR/TEACHER required (preferably resident) at our Woodyates Study Centre. The post involves 3½ days per week teaching ENGLISH to foreign students, and supervising teenage boys on some evenings and weekends. The applicant should be over 25, active and enthusiastic, able to work flexible hours and run this small centre. Board and lodging provided. £3,600.

Apply Barton Children's Holidays, West Woodyates Manor, Salisbury, Wiltshire. Tel. Handley 321.

GLAMORGAN

TEACHER of the VIOLIN-VIOLA required for Primary and Secondary Schools in the district. Applicants must be qualified teachers with at least Grade VII of the Royal Schools of Music in the playing of the violin or viola. Scale 2.

Application forms to be returned by 29th February, 1980, obtainable on receipt of a stamped addressed foolscap envelope from the District Education Officer, District Education Office, Pontmorlais, Merthyr Tydfil.

Canvassing will disqualify.

W. Aylwyn Jones, Director of Education.

CAMBRIDGE

SELWYN COLLEGE

Offer a term's residence to a SCHOOLTEACHER for Lent Term 1981.

Applications to the Master by 10th March, 1980.

Outdoor Education

COULD YOU DO IT?

We're looking for friendly helpful people to supervise groups of children on our adventure holidays in the UK. It is enjoyable and rewarding work for the right sort of person, aged 18-30, with experience in canoeing, sailing or other outdoor activities. Free full board and accommodation, pocket money and a great social life.

If you think you can do it then write to me, Jane Brimble at: PGL Young Adventure Ltd., 827 Boreatton Park, Baschurch, Nr. Shrewsbury, Salop. Tel: Baschurch (0939) 260551-2.

COURTLANDS CENTRE

Kingsbridge, S. Devon

Facilities for school journeys, fieldwork and activity programmes. Close to coast and moorland. Gymnasium; Project rooms; good food; Licensed Bar.

Details: Dept. T.E.S, Tel.: (054 855) 237.

CUMBRIA

CASTLE HEAD FIELD CENTRE
Grange-over-Sands, Cumbria.

See main advertisement under Educational Courses.

FIELD STUDY AND OUTDOOR PURSUITS COURSES

TY ISAF ACTIVITY CENTRE is set in the Brecon Beacons National Park, in an area designated as one of outstanding scientific interest. Courses are planned to suit your requirements through liaison with the resident instructors. Outdoor activities include canoeing, camping, orienteering, climbing, hill walking. Field studies of local geology, South Wales mining, heathland and coastal geography, and vegetation, rivers, etc. Facilities include choice of accommodation, assembly and lecture rooms with audio vision, changing and drying rooms, first-class food and evening entertainment. Reduced rates for low season.

Write to J. H. Riley, Smacote Lawn, Warwick. 0926 41961.

WINDERMERE

HAMMARBANK O.D.P.C.

Due to a cancellation we have a week available at our Centre in late April for a group of up to 60 persons.

Land and water based activities available, if required.

Full details from Warden or Domestic Bursar. Phone Windermere (09662) 3068.

SKERN LODGE Outdoor Centre, Diddywell, Appledore, N. Devon. Individually planned adventure activities, Holiday courses for children nine years upwards. Also adult courses. Home cooking, excellent accommodation. Run by teachers for teachers. Send for our no-flannel brochure or ring Bideford 5092.

OUTDOORS ACTIVITIES Instructors required for small Centre, April to Sept. Small Groups, full board, good wage, drivers preferred. Suit teacher or qualified enthusiast.—Apply Skern Lodge, Diddywell, Appledore, N. Devon, or Tel. Bideford 5092.

TEACHERS and Student Teachers required by children's adventure holiday company for work during July/August at our centres in Hampshire and North Wales. Senior posts, canoeing, judo, squash, archery, instructors, supervisors, drivers.—Send foolscap S.A.E. to Staffing Secretary, 6 Mayes Road, Teddington, Middlesex.

English as a Foreign Language

BARNET

(London Borough)

Required for April, 1980, or as soon as possible thereafter, to join a team of 20 teachers in the Authority's ENGLISH LANGUAGE TEACHING SERVICE.

Full-time TEACHER of ENGLISH as a Second Language, to work initially in Bell Lane JMI School. The work consists mainly of withdrawal groups of Junior and Infant children, with the possibility of some work with ESL learners in ordinary classes.

Applicants should have experience of teaching in British Infant and Junior schools, and relevant experience and/or qualifications in teaching English as a Second Language (e.g. R.S.A. Certificate). Scale 2.

In approved cases assistance may be given by way of temporary housing, the payment of removal expenses and separation allowances.

Application forms (S.A.E.) obtainable from and returnable to the Director of Educational Services, Town Hall, Friern Barnet, N11 3DL, as soon as possible.

BERKSHIRE

SUMMER COURSE TEACHERS needed. Teaching qualifications and two years' T.E.F.L. experience.

Write curriculum vitae and two referees, Padworth College, near Reading, Berkshire.

BOURNEMOUTH

Applications are invited from suitably qualified TEACHERS of ENGLISH for a temporary position from mid-March or early April to June 27. EFL experience essential.

Please write with curriculum vitae to The Principal, Seanbrit School of English, 32 Church Road, Southbourne, Bournemouth BH6 4AT.

BRISTOL

ADON LANGUAGE SCHOOL

Requires experienced EFL TEACHERS (EFL course plus 1 year language school work plus good reference is a "rule of thumb" minimum) for 4-week courses starting 30 June, 28 July, 26 August.

Write D. Berrington Davies, 28 St John's Road, Bristol 8. Tel. 0272 30364.

EXPERIENCED TEACHERS OF ENGLISH FOR SPECIAL PURPOSES

TEACHERS of E.S.P. may be introduced to new job opportunities in the U.K. and overseas, both temporary and permanent. If you wish to know more, or to find out how to register with an eye to the immediate or distant future, please contact:

Christine Steadman, S.L.S. Directory, Monk Bar Court, York. Tel.: 36771.

KENT

Good commission offered to agents and teachers who can introduce students to a small, first-class school of English.

We are known for providing students with good value for money and a consistently high standard of tuition. We are a quality school with a selective intake, specialising in examinations and long-term students. Our short-term Christmas, Easter and Summer Courses are also designed to teach fast and effectively. We are, in short, the kind of school to which teachers can safely entrust their personal friends.

For all enquiries, please contact The Principal, Thanet School of English, 20 Vale Square, Ramsgate, Kent. U.K. Tel. 0843 584192. Telex 965876 Thanet G.

NORD ANGLIA INTERNATIONAL

MANCHESTER ENGLISH LANGUAGE CENTRE

DIRECTOR OF STUDIES

Applications are invited for this newly created post. The successful applicant will be an experienced EFL teacher with proven administrative abilities. Post available from March 1, or as soon as possible thereafter.

Salary £6,000 per annum.

Write with brief Curriculum vitae, for details to 49 Fog Lane, Manchester 20.

OXFORD

OXFORD INTENSIVE SCHOOL OF ENGLISH

Requires a dynamic person for permanent student counselling position in Oxford. Applicants should possess typing ability, knowledge of T.E.F.L. techniques, experience of library and language laboratory work, and at least French.

Please apply in writing with full curriculum vitae to: The Director of Studies, OISE, 13-15 High Street, Oxford OX1 4EA.

RESIDENT SUMMER COURSE TEACHERS

(women preferred)

Required for 1st-29th July, and/or 1st-29th August to teach English to foreign students in boarding school for girls aged 13-18. Teaching experience essential, preferably in EFL, with interest in sports, crafts, music and drama desirable. Free board and residence at college plus £250 for each four weeks' course. Teaching three and three-quarter hours daily Monday/Friday and share in residential duties and excursions (including some weekends).

Write with full details of age, qualifications and experience to Miss K. Schaller, LTC Ladies College of English and Secretarial Studies, Compton Park, Compton Place Road, Eastbourne, Sussex, BN21 1EH.

SURREY

QUALIFIED T.E.F.L. TEACHERS required for Easter courses in Surrey.

Please send curriculum vitae to EURO-ACADEMY LTD., 77a George Street, Croydon CR0 1LD. Telephone No. (01) 681 [illegible]

SUMMER SCHOOL TEACHERS

Young, energetic and imaginative TEACHERS required to teach on residential courses (senior and junior) throughout the south of England in July and August. A degree or teaching certificate and good experience of E.F.L. essential.

For full details and application form send postcard only to:

REGENT SUMMER SCHOOLS
7 Charlotte Street
London, W1P 1HD
Telephone: 01-636 9502

SUMMER SCHOOL DIRECTORS

Dynamic young DIRECTORS with a background demonstrating leadership, initiative and organizational skills, required to run residential courses (senior and junior) throughout the south of England, in July and August. A degree or teaching certificate and good experience of E.F.L. essential.

For full details and application form send postcard only to:

REGENT SUMMER SCHOOLS
7 Charlotte Street
London, W1P 1HD
Telephone: 01-636 9502

SURREY

BOX HILL SCHOOL
Mickleham, Dorking, Surrey.

(Recognised by the Department of Education & Science. Co-ed School run on Gordonstoun lines). Required April 1980, resident or non-resident qualified TEACHER of ENGLISH as a FOREIGN LANGUAGE. Burnham Scale, State Superannuation.

Applications to Headmaster, stating activity interests and providing names of two referees.

TEMPORARY QUALIFIED TEACHERS

With E.F.L. experience required to teach ENGLISH to French school children and participate in activities excursions during study holidays in the following areas: Greater London, Devon, Hampshire, Sussex, Kent and Hertfordshire.

30 March to 12 April or 6 April to 19 April

Please apply, quoting ref. TES/KH, to:

EUROLANGUAGE LTD.,
37 Sheen Road, Richmond Surrey.

ef EF Student Services Limited, one o world's largest organisations for lan courses, require:

PART-TIME TEACHERS FOR SUMMER 1980

We are looking for teachers of English as a fo language to assist in our summer programme. Our courses, which run from June to September a students aged 11-20 from all over Europe. Teache be required to work 15 hours per week for a sala £40.

Preference will be given to candidates who ful following requirements:

★ hold or are studying for a degree or teacher tra certificate.

★ have teaching experience, preferably includin

★ possess an EFL qualification.

★ are in the 20-40 age group.

EF will be running courses in:

Bexhill, Bognor, Bournemouth, Brighton, Cambri Canterbury, Eastbourne, Exmouth, Edinburgh, Her Hastings, Inverness, Isle of Wight, Littlehampt Llandudno, South London, Newquay, Oxford, Penza Plymouth, Portsmouth, Poole, Torbay, Weymouth Worthing.

For further details and application forms please wri the following address, naming preferred course

Fiona Simpson, EF Student Services Ltd.,
EF House, 1-3 Farman Street, HOVE
Tel.: Brighton 723651

GABBITAS-THRING SERVICES LTD

BOLOGNA, ITALY

E. F. L. DIRECTOR

Required for May/June by the British Schools Gr Current student population of school is 755. This is an ideal opportunity for those considering ma a career in T.E.F.L. in Italy. Candidates will hav degree and possibly a T.E.F.L. qualification. They sh have had some experience of teaching in Italy (pr ably at a senior level) the age range 7 years to a including preparation for Cambridge exams, and should be reasonably fluent in Italian. Salary will be in the range £6,000-£7,000 p.a. (Dedu tions amount to approx. 15 per cent.)

ROME

AN UNUSUAL OPPORTUNITY IN E. F. L.

The British Schools Group requires for September, trainee assistant directors to acquire the necess didactic and management experience to enable the take over and run any of the Group's schools in or to launch a new one.

The successful applicants will be graduates, wi T.E.F.L. qualification and, if possible, a basic wo knowledge of Italian. Applicants should be prepared spend approximately five years in Italy and remain to move to any part of the country for the first years.

The starting salary will be £3,500 for initial period of o year whilst trainees teach in Rome school, rising substan tially with increase of administrative responsibility.

For further details and an application form for both posts please contact: Mrs. J. Longworth, Advert Posts Department,

Gabbitas-Thring Services Ltd.,
6, 7 and 8 Sackville Street, London W1X 2BR
Tel.: 01-734 0161

Interviews will be conducted during the Easter holi

TEACHERS and Camp required for Easter and Summer i Lancashire, Manche side and Edinburgh given to local applica with out the certifica further details to International, 4a Fog La chester 20.

EFL.—We need teachers Easter and summer holid lish courses in south Easter courses between and April 20, summer co tween June 14 and Se Preference will be give chers available for forty courses. Apply Mr. W. Davis-King, The Lu son Organisation, 19 21 West Stree Surrey GU27 2AE.

Appointments Wanted

ART TEACHER, male, in the state sector for 1980. 7 years' experie area preferred, A.T.D. Tony Honeyborne, St., Halifax, N8, 1Ca.

LADY TEACHER. ENGLISH, over 20 perience and one ing English overse immediate position. No. TES 3706 The WC1X 8EZ.

MALE Hons. Graduate post of responsibility academic, pastoral or tive. French to "O" level. Experience H.D. Lang Dept. dies abroad. French school community serv Box TES 3707, The WC1X 8EZ.

tional Courses

LODGE SCHOOL OF ENGLISH

Road Westgate-on-Sea Kent

in teaching ENGLISH to foreigners. All levels. phone. Thanet 31026.

STLE HEAD FIELD CENTRE

-over-Sands, Cumbria
(04484) 4300

GRAPHY. Five-day "A" (£45) for unaccom- form—includes glacial limestone geology, investigation and individual 24-29 February and 20-25

LIFE OBSERVERS. Young (nine to 16 years) or small school 12-19 April, £62. ALSO for schools to run their in term time: £5.50 per day full board. (All to VAT.)

EAST SUSSEX

PREP. CERT. T.E.F.L. full-time Courses begin 28/4, 26/5, 30/6 and 28/7

FOREIGN TEACHERS' COURSE T.E.F.L. Easter Course 29th and 4-week Course 3rd July

Heads Teacher Training Centre, 2 Old Orchard Eastbourne, East Sussex. (0323) 34335/6.

NDLOOM WEAVING COURSES

Residential—up to 60 tuition; £45: in spinning, and weaving. inclusive. meals and £7.50 a day. S.A.E. for details of Tapestries, Ponden Haworth, Keighley, W. 0HR.

LONDON

NORTH EAST LONDON POLYTECHNIC

OOL OF EDUCATION AND HUMANITIES

GRADUATE DIPLOMA IN LINGUISTICS (CNAA)

Two-Year, Part-Time Course, Commencing Autumn 1980

Further details from: School Officer, SEH, East London Polytechnic, Road, Dagenham, RM8 2AS. Telephone: 7091.

ATIONAL ASSOCIATION FOR MULTI-RACIAL EDUCATION

WELFTH ANNUAL EASTER COURSE 1980

Curriculum change for a multi- society." Venue: Bedford of Higher Education. Dates: 11th April, to Sunday, 13th 1980. Keynote address by Rampton, O.B.E., Chair- Committee of Inquiry into of Children from Ethnic Groups. details: Madeleine 23 Dolce Lane, Findern,

A—TEFL CERTIFICATE.

intensive courses April, 1980, and in September 1980, on Teaching English Foreign Language. The Admissions College of St Paul and St Cheltenham.

Retrain as a Science or Mathematics Teacher

There is still a shortage of teachers of mathematics and physical and integrated science, for the 10-16 plus age range.

The Government is continuing to finance a special training scheme and the courses at the West Sussex Institute have been approved by the Department of Education and Science.

You could be eligible if you have:

qualified teacher status
suitable basic qualifications in a physical science or in mathematics
interest, enthusiasm and aptitude.

If you are a serving teacher employed by an L.E.A. you may be seconded on full salary. The salary will be reimbursed to your L.E.A. by the Local Government Training Board.

If you are an experienced unemployed teacher over 25 there is a tax free maintenance allowance (minimum £55 a week, currently under review). There are additional allowances for dependents, lodging, travel and some equipment.

Newly qualified unemployed teachers who have had only three years grant are eligible for a fourth year. This may be used for the retraining course.

Residential accommodation could be available if required.

For further details and application forms write at once to: Academic Registrar (Retraining Courses), West Sussex Institute of Higher Education, The Dome, Upper Bognor Road, Bognor Regis, West Sussex PO21 1HR.

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COURSE No. 20/80
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Much concern exists about the effectiveness and practical problems of setting up language units and the importance of collaboration between educational and health service personnel. This symposium offers a meeting ground for those involved in planning, administration, finance and the daily work of units for children with language disorders. Cost £50.00 (incl. refreshments). Closing date for application 18th April, 1980. The National Hospitals College of Speech Sciences (Hampstead Branch), 84a Heath Street, Hampstead, London NW3 1DN. Tel. 01-435 5646.

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A Course for Teachers
27th July-1st August 1980

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Personal

Announcements

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